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ABSTRACT

A study was done to examine the impact of two different models of liberal education on students at Miami University (Ohio). Students enrolled in two general/liberal education programs completed a wide-ranging battery of instruments to assess the impact which their educational experiences had on their intellectual and personal development. The class of 1989 was administered a battery of tests during their first, sophomore, and senior years. Tests included the American College Testing COMP; the Test of Thematic Analysis; Analysis of Argument; Measure of Epistemological Reflection; and the American College Testing Activity Inventory. For cross-sectional studies students in both programs completed seven assessments and a structured interview. These instruments were used to evaluate the performance of students enrolled in an interdisciplinary, core curriculum as compared to that of students taking a disciplinary, distribution general education program. Results suggested a number of differences between the two groups. On measures of liberal arts skills, cognitive development, student culture/campus ethos, and academic behavior the groups had some notable differences in their responses. Extensive appendixes contain an overview of the testing schedule, results of student culture testing, a summary of program survey results, information on a program award, two proposals, and sponsor assessment comments. (JB)

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ASSESSING MODELS OF LIBERAL EDUCATION: AN EMPIRICAL COMPARISON

A FIPSE FUNDED PROJECT
SEPTEMBER, 1987 - AUGUST, 1990

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COVER SHEET
FIPSE FINAL REPORT

Grantee Organization:

Miami University
Oxford, Ohio 45056

Grant No.:

G008730475

Project Dates:

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Number of Months: 36

Project Director:

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FIPSE Program Officer:

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Grant Award:

Year 1	\$28,638
Year 2	\$29,574
Year 3	<u>\$30,357</u>
TOTAL	\$83,333

ASSESSING MODELS OF LIBERAL EDUCATION:
An Empirical Approach

Assessing the impact of two different models of liberal education existing at Miami University was the focus of this project. Using a number of different assessment approaches and instruments, the performance of students enrolled in an interdisciplinary, core curriculum was compared to that of students taking a disciplinary, distribution general education program. Results from both longitudinal and cross-sectional studies suggest a number of differences between the two groups. On measures of liberal arts skills, cognitive development, student culture/campus ethos, and academic behavior the groups had some notable differences in their responses. However, the project's initial assumption that the two groups of students were nearly identical upon entry proved to be erroneous when exploration included data beyond college entrance exam scores, high school grades, rank in class, and socio-economic background.

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EXECUTIVE SUMMARY

Project Title: "Assessing Models of Liberal Education:
An Empirical Comparison"

Grantee: MIAMI UNIVERSITY
Oxford, Ohio 45056

Project Director: Karl L. Schilling
513-529-2233

Project Overview:

Providing empirical evidence about the impact of two different models of liberal education on students' intellectual and personal development was the primary focus for the project. The debate on the relative merits of different approaches to liberal education, e.g. core curriculum, distribution, discipline-based, interdisciplinary, intensified during the educational reform efforts of the 1980's. Much of the discussion, however, rested primarily on faith assertions about the relative merits of any particular approach. Political agendas, power issues, and individual preferences provided the primary motives behind many of the theoretical positions being promoted. This project sought to provide some empirical data on the impact of two models of liberal education (disciplinary-based, distribution and interdisciplinary, core curriculum) existing within Miami University to contribute to the on-going discussion. Through a series of cross-sectional and longitudinal studies using a wide-range of assessment procedures and instruments, the project collected performance data on matched groups of students enrolled in the two curriculums. Members of the class of 1990 were followed longitudinally with testing focused in their first, second, and senior years.

Purpose:

Examining the impact of two different models of liberal education proved to be a more difficult task than originally envisioned. First, was the difficulty in finding instrumentation that adequately measured the kinds of skills that might differentiate the two groups. Because the project involved a very academically talented group of students many of the assessment measures used seemed to have a ceiling effect and, in some cases, may have negatively evaluated higher level reasoning processes. Second, was the problem in getting students to return for the rather extensive battery of tests (over four hours of tests, plus a one-hour interview administered each time) over the four-year period. If this project were to be done again, the students would be divided into smaller groups with each group completing only one-two hours worth of testing and interviews. Third, was the difficulty in getting interview tapes transcribed which has been one of the biggest headaches of the project.

On the positive side, the project has developed a rich source of information about students' intellectual and personal development during the college years. By using both longitudinal and cross-sectional approaches, multiple instruments and both quantitative and qualitative techniques, the picture of students which is obtained is unusually complex and able to show patterns of strengths and weaknesses for students enrolled in either model of liberal education. Indeed, the project was able to find differences in performance between students enrolled in the two different models of liberal education. The more dramatic differences appear on instruments which relate to campus values, academic behaviors, involvement in learning and interpersonal interactions.

Background and Origins:

Miami University is a medium size (15,000 students--primarily undergraduate with limited doctoral programs), Midwestern university that attracts bright, Midwestern students primarily from suburban high schools with ACT scores averaging 26. The liberal education courses that are listed in a distribution, primarily discipline-based, program for general education (called the University Requirement) were provided primarily by the College of Arts and Science. However, the School of Interdisciplinary Studies (Western College Program) a residential, interdisciplinary college within the university with an interdisciplinary core curriculum exists as an alternative model for liberal education. From its inception eighteen years ago the Western Program has engaged in numerous self-reflective studies. With funds (\$15,000) from an Ohio Board of Regents grant, Western began the first year of a longitudinal study for which FIPSE provided the funds for completing the final three years. Interdisciplinary students were matched (entering ACT score, sex, and area of academic interest) with students enrolled in other programs throughout the university. However, due to problems in recruiting student participants and keeping students involved, maintaining the initial matches became problematic and the final group is more of an approximate match than a specific match.

Project Description:

Students enrolled in the two general/liberal education programs on campus completed a wide-ranging battery of instruments/measures to assess the impact which their educational experiences had on their intellectual and personal development. The following instruments were administered in the first, sophomore, and senior years of the class of 1990 as part of the longitudinal study: ACT COMP (ARC Version); Test of Thematic Analysis; Analysis of Argument; Measure of Epistemological Reflection; and the ACT Activity Inventory. In addition, in a number of different cross-sectional studies, students in both programs completed the tests listed above as well as completing the following: College Characteristics Index; College and University Environment Scales; Academic Profile; SUNY-Fredonia's General Education Assessment Instruments; Cooperative Institutional Research Program (CIRP) Entering Student Questionnaire; College Student Experiences Questionnaire; and a structured interview. Interdisciplinary students also completed "Expectation Statements," Senior Projects, and alumni surveys.

While getting students "there" was a more formidable task than imagined, there was little problem with the quality of students' performance motivation once they arrived at the testing room. The occasions in which a test instrument had to be thrown out because of obvious inappropriate performance were extremely rare. In general, the quality of student performance was extremely high.

Project Results:

Specific results on the various instruments as well as an evaluation of the usefulness of these instruments in providing information that is helpful in shaping curricular discussions are contained in the full report. The results of the project have influenced the campus's current thinking about assessment work in several ways: 1) two portfolio general education assessment projects (mentioned earlier) are currently under way--one with the interdisciplinary program with all students required to participate; the other, with a sample of

fifty-seven first year students at the university, designed to provide some base-rate data on student work and experiences prior to the beginning of the new liberal education project; 2) other programs on campus have seen the financial rewards that have accrued to Western through the various State of Ohio Excellence Programs because of the extensive assessment information available on student outcomes and 3) the information on student outcomes is seductively interesting once actual data is presented--i.e. campus faculty and staff resisted assessment with numerous intellectual arguments when it was discussed in the abstract but when data became available, most suddenly become interested in providing interpretations for the results.

The project director has made numerous (over 20) national conference presentations on the project as well as consulting with a number of different institutions. The project is being continued with a portfolio project and a novel campus ethos assessment project (Experience Sampling Method - which involves the use of "beepers") with both disciplinary and interdisciplinary students involved. Funding has been provided by a second Program Excellence grant and by university funds for liberal education.

Summary and Conclusions:

The project demonstrates the potential to use assessment activities for a number of different purposes simultaneously. The project provided useful feedback to the Western Program on the impact its curriculum was having on students; likewise it established some base-rate data on the performance of students enrolled in the discipline-based general education program which is currently being phased out in preparation for a new liberal education program. The Western Program has used the information to obtain funding for two new faculty members to address improvement in the areas of science instruction and quantitative reasoning, both areas of weakness identified in the assessment data. In addition, the same data provided information on the kinds of impact which two different liberal education models had on the cognitive and personal development of the students enrolled in them. While the data is highly specific to these two programs within Miami University, it does provide both a model for further exploration and some insights which may be generalizable to other settings. The complex assessment matrix which includes a wide-range of assessment instruments and both longitudinal and cross-sectional studies developed as part of this project demonstrates the need for assessment work to become more complex if it is to be meaningful and reliable.

Finally, the project suggests some severe limits in the utility of most currently extant assessment measures to adequately address the subtle issues of curricular models because they are too generic (designed to meet mass market needs) and too simple-minded in their scoring to adequately evaluate higher ability students' thought processes. The difficulty of measuring the impact of the curriculum external to its on-going processes also seems problematic. The classroom researcher and portfolio assessment models seem to offer more promising approaches for providing feedback which is directly useful in curricular and classroom reform efforts. The nationally standardized testing approach which evolved from individual assessment appears to have limited utility other than providing national norms for student performances. Most of these instruments have shown substantial correlations with entering college board scores making their results more reflective of admissions recruiting efforts than of program impact.

FIPSE PROJECT FINAL REPORT
"Assessing Models of Liberal Education:
An Empirical Comparison"

Project Overview:

The phrase "growing up in college" was an apt description for the project director's experiences as an undergraduate at a small midwestern liberal arts college. Because of the strong impact which his undergraduate education had on his personal development, he has throughout his professional life been intrigued by the question of what the unique characteristics of powerful learning environments are. In a very real way this project has grown out of that search--a wish to be better able to document, understand and foster college environments which make important differences in the lives of the students. This project initially focused on the curricular aspects of the college environment but as happened with many of the studies of college impact completed in the 1960's the focus quickly broadened to examine the entire set of interactions the student has with the institution. However, providing empirical evidence about the impact of two different models of liberal education on students' intellectual and personal development was the primary focus for the project.

The debate on the relative merits of different approaches to liberal education, e.g. core curriculum, distribution, discipline-based, interdisciplinary, intensified during the educational reform efforts of the 1980's. Much of the discussion, however, rested primarily on faith assertions about the relative merits of any particular approach. Political agendas, power issues, and individual preferences provided the primary motives behind many of the theoretical positions being promoted. This project sought to provide some empirical data on the impact of two models of liberal education (disciplinary-based, distribution and interdisciplinary, core curriculum) existing within Miami University to contribute to the on-going discussion. While acknowledging the political nature of any data collection (Western Program faculty discussion of the FIPSE Project always started with a thorough reminder of this fact), the project sought to provide data which moved beyond theoretical discussion into some documented outcomes.

Through a series of cross-sectional and longitudinal studies using a wide-range of assessment procedures and instruments, the project collected performance data on matched groups of students enrolled in the two curriculums. Members of the class of 1990 were followed longitudinally with testing focused in their first, second, and senior years. Eighty-four students from the class of 1990 were tested in their first year; fifty-nine, in the second year, and sixty-four, in the senior year. Thirty-six students were tested at both the first and senior years providing a true longitudinal sample albeit of a smaller size than was hoped for.

Because of the large amount of materials gathered during the four years of the project, many of the results of the project are still being analyzed. However, some results on individual instruments appear in the various reports/conference handouts which are included in the Appendix of the report. In addition, an evaluation of the utility of particular instruments in assessing the kinds of skills being studied in this project are provided in the Project Results section of this report. This project has led to continued funding of assessment activity through a second State of Ohio Program

Excellence Grant. Frustration with being able to find or develop assessment instruments administered external to the on-going curriculum that measure with sufficient sophistication and precision to provide useful feedback for the improvement of the curriculum has led Western to adopt a different approach in its current assessment work. The Western Program has begun an extensive portfolio project with the fifty-four students in the Western Class of 1994 collecting all of their classroom assignments. A parallel portfolio project is also being conducted as part of the new liberal education curriculum being implemented university-wide with a sample of sixty students. In addition, the work on campus ethos has been continued with the development of a "beeper" log project [known in the psychological literature as the Experience Sampling Method (ESM)]. Students carry beepers and record their activities whenever they are "beeped". This approach is designed to give more behavioral information on how our students are using their time than self-report measures like the CSEQ, CUES, or CCI.

Purpose:

Examining the impact of two different models of liberal education proved to be a more difficult task than originally envisioned. First, was the difficulty in finding instrumentation that adequately measured the kinds of skills that might differentiate the two groups. Because the project involved a very academically talented group of students many of the assessment measures used seemed to have a ceiling effect and, in some cases, may have negatively evaluated higher level reasoning processes. Second, was the problem in getting students to return for the rather extensive battery of tests (over four hours of tests, plus a one-hour interview each time) over the four-year period. If this project were to be done again, the students would be divided into smaller groups with each group completing only one-two hours worth of testing and interviews. Third, was the problem in getting interview tapes transcribed which has been one of the biggest headaches in the project--even when contracts were issued to typing services several times, they either backed out or were extremely slow in completing the work. (Thankfully the transcriptions were finally completed this past week.)

On the positive side, the project has developed a rich source of information about students' intellectual and personal development during the college years. By using both longitudinal and cross-sectional approaches, multiple instruments, and both quantitative and qualitative techniques, the picture of students which is obtained is unusually complex and able to show patterns of strengths and weaknesses for students enrolled in either model of liberal education. Indeed, even given all of the problems listed above, the project was able to find differences in performance between students enrolled in the two different models of liberal education. The more dramatic differences appear on instruments which relate to campus values, academic behaviors, involvement in learning and interpersonal interactions. However, many of these differences were foreshadowed in information collected even before the students started classes in either model. One of the interesting questions, would be to follow students who follow the atypical pattern for students enrolled in a particular model to see if their original orientations are shifted or exactly how they do adjust to being "atypical." Future work in this area would benefit from matching students not only on the traditional items--i.e. race, gender, ACT/SAT scores, high school rank, area of academic interest--but also on attitude and behavioral orientations--i.e. Cooperative Institutional Research Program (CIRP), personality measures, and high school activity profiles.

Background and Origins:

Miami University is a medium size (15,000 students--primarily undergraduate with limited doctoral programs) midwestern university. The University attracts bright, midwestern students primarily from suburban high schools with ACT scores averaging 26. Under the model of liberal education in force during the time of this project (the university recently adopted a new liberal education program which will begin implementation in the fall of 1992), the College of Arts and Science provided most of the liberal education courses that were listed in a distribution, primarily discipline-based, program for general education. However, the School of Interdisciplinary Studies (Western College Program) a residential, interdisciplinary college within the university with an interdisciplinary core curriculum exists as an alternative model for liberal education. From its inception eighteen years ago the Western Program had engaged in numerous self-reflective studies. With funds (\$15,000) from an Ohio Board of Regents grant, Western began the first year of a longitudinal study for which FIPSE provided the money for completing the final three years.

Western Program students were matched (entering ACT score, sex, and area of academic interest) with students enrolled in other programs throughout the university. However, due to problems in recruiting student participants and keeping students involved, maintaining the initial matches became problematic and the final group is more of an approximate match than a specific match. Interdisciplinary students were recruited through appeals made during personal appearances in classes while the matched sample received letters from the project director soliciting their cooperation although a few were also obtained through use of the psychology department "subject pool." The performance of this group was deviant from the work of students obtained by other means apparently due to motivational factors since their initial characteristics (ACT scores, high school gpa, etc.) matched those of students selected in the other ways.

The Office of the Provost was very supportive of the project. At the time, this was the only focused assessment project on campus. Provost Carlisle was chairing a national group developing a statement of philosophy about assessment activities on campus. The project fit very nicely with the role for assessment this group was advocating--i.e. it was voluntary, comprehensive, complex, and served a variety of purposes and audiences. Through the support of his office, the permission was obtained to allow access to university resources for matching and other purposes.

Project Description:

Students enrolled in the two general/liberal education programs on campus completed a wide-ranging battery of instruments/measures to assess the impact which their educational experiences had on their intellectual and personal development. The following instruments were administered in the first, sophomore, and senior years of the class of 1989 as part of the longitudinal study: ACT COMP (ARC Version); Test of Thematic Analysis; Analysis of Argument; Measure of Epistemological Reflection; and the ACT Activity Inventory. In addition, in a number of different cross-sectional studies, students in both programs completed the tests listed above as well as completing the following: College Characteristics Index; College and

University Environment Scales; Academic Profile; SUNY-Fredonia's General Education Assessment Instruments; Cooperative Institutional Research Program (CIRP) Entering Student Questionnaire; College Student Experiences Questionnaire; and a structured interview. Interdisciplinary students also completed "Expectation Statements," Senior Projects, and alumni surveys. See the "Overview of Assessment" chart in the appendix.

Two graduate students administered the tests and conducted the structured interviews. Over three hundred students participated in various phases of the assessment project. Considerable energy was consumed in getting the students to show up for the testing at the times they had scheduled. Many students missed the appointments (several repeatedly) which had been set up to be convenient to their schedule. Students were offered movie passes, t-shirts, audio-cassettes, and pizza coupons as incentives for their participation. While getting students "there" was a more formidable task than imagined, there was little problem with students' performance motivation once they arrived at the testing room. The occasions in which a test instrument had to be thrown out because of obvious inappropriate performance was extremely rare. In general, the quality of student performance was extremely high.

Project Results:

Specific results on the various instruments as well as an evaluation of the usefulness of these instruments in providing information that is helpful in shaping curricular discussions appear at the end of this section and in several of the appendix items. In general, the generic liberal arts skills measures (ACT COMP-ARC version, Academic Profile, Test of Thematic Analysis and Analysis of Argument) did not reveal significant differences between the two groups nor did the information they provide help with curricular reform efforts in more than the most global ways (e.g. Miami students speaking skills are much stronger than their writing skills). Measures of specific cognitive development (MER) and of specific academic behaviors and values did show sharp differences between the two groups as did measures of campus ethos.

The results of the project have influenced the campus's current thinking about assessment work in several ways: 1) portfolio general education assessment projects (mentioned earlier) are currently under way--one with the interdisciplinary program in which all students (fifty-three) are required to participate; the other, with a sample of fifty-seven first year students at the university, designed to provide some base-rate data on student work and experiences prior to the beginning of the new liberal education project in the fall of 1992; 2) other programs on campus have seen the financial rewards that have accrued to Western through the various State of Ohio Excellence Programs because of the extensive assessment information available on student outcomes--copies of these documents appear in the appendix; and 3) the information on student outcomes is seductively interesting once actual data is presented--i.e. campus faculty and staff resisted assessment with numerous intellectual arguments when it was discussed in the abstract but when data became available, most suddenly become interested in providing interpretations of the results.

With funds gained through a second Program Excellence grant from the State of Ohio, the work of the Western Program in terms of assessment will continue primarily focused on portfolios and alumni evaluations for the near future.

The Western Executive Committee made a major step in requiring student participation in the portfolio project. This should ease the problems with securing sustained student participation.

Dissemination activities have included eighteen national conference presentations and/or workshops [AAHE Assessment Conference, National Association of Student Personnel Administrators, FIPSE Project Directors Meeting, Association for General and Liberal Studies, American Educational Research Association, Association for Integrative Studies, the New Jersey Conference on College Outcomes Assessment (community colleges), and the Lilly Teaching Conference] as well as numerous consulting activities both on site and over the telephone. The American Educational Research Association paper is currently under revision for submission for publication. The project director has also participated in two advisory groups: the Exxon-funded portfolio general education assessment project and the Ohio Board of Regents FIPSE-funded project on the improvement of undergraduate education. In addition, he has consulted/worked with a number of FIPSE-funded projects including Project Arete at Clarkson and the project at SUNY-Fredonia as well as a number of other programs including the Hutchins School at Sonoma State University and Wautauga College at Appalachian State University.

EVALUATION OF ASSESSMENT MEASURES

ACT-COMP, ARC version - The Assessment of Reasoning and Communication version of the ACT-COMP was used in this project. In this version, the students do the writing and speaking tasks of the ACT-COMP. For example, students are given a copy of a picture and asked to write a persuasive editorial for the local paper urging that the picture be hung in city hall, or they are asked to make a speech to a local group urging them to purchase the picture. These tasks are then scored in several ways providing a total score and subscores (in parenthesis) for each of three areas: 1) Reasoning (a. analyzing social, scientific and artistic problems; b. generating solutions to problems; c. analyzing values and implications of resulting decisions); 2) Writing (a. making and sustaining contact with the relevant audience; b. organizing a persuasive message that develops a number of relevant ideas; c. presenting ideas clearly using correct and lively language to support argument); 3) Speaking (a. making and sustaining contact with the relevant audience; b. organizing a persuasive message that develops a number of relevant ideas; c. presenting ideas clearly without hesitation, with energy and variety in voice quality). Both the longitudinal groups and the cross-sectional studies showed gain scores on this instrument both in terms of raw scores (average gain around 8 points) and in terms of percentiles (when both are plotted on senior norms - average percentile goes from 40th percentile in the first year to 60th percentile in the senior year). However, the instrument did not significantly discriminate between the performance of the two groups in any consistent pattern.

If the groups' first year percentiles are compared to the senior percentiles there is a drop from an ACT COMP Total performance in the 70 percentile range in the first year on first year norms to an ACT COMP Total performance in the 60 percentile range in the senior year on senior year norms. This probably reflects the fact that this is a very talented group of students coming in whose basic skills are quite good. Since the ACT COMP measures very basic liberal arts skills this group of students do not show the same kind of gains that students with lower entry level performance scores will. In other words the rest of the group "catches up" in terms of basic level performance. The

Western faculty comments on reviewing the COMP instrument reflect an opinion that the COMP is actually measuring only one kind of reasoning (traditional linear) and not actually exploring the nature of reasoning in the three areas (art, science and social science) which it purports to be exploring but rather uses material from these areas as content to evaluate traditional linear reasoning processes.

The ACT COMP was of some interest to groups on campus but few could figure out precisely what the curricular implications for the data were. If local faculty had done the scoring (the ACT scoring service was utilized), perhaps the faculty would have had a better grasp of the connection between the test instrument and the curriculum. However, most find the tasks and their understanding of the scoring of the COMP a bit simplistic. The fact that the speaking scores were significantly higher than the writing scores suggested to some faculty members that our teaching of writing should include ways to help students translate their considerable skills in speaking to help improve their writing. The ACT COMP did provide an indication about where the students stood in relation to the national norms provided but most faculty were concerned about the quality of the schools that made up the norm group.

Academic Profile - this study was part of the field test group for the Academic Profile. The Academic Profile was designed to assess liberal art skills (reading, writing, critical thinking and using mathematical data) across three academic content areas: humanities, natural sciences, and social sciences. The test is multiple choice and available in long and short forms. The short form was chosen for this project since it could be completed in a fifty-minute class period. This test proved to be aimed at a much less well-prepared group than the Miami sample. As first year students (tested early in the fall semester) they scored at the 100 percentile as a group answering over 75% of the questions correctly. The cross-sectional senior scores for the interdisciplinary group were slightly higher with these students answering 80% of the questions correctly; the disciplinary group answered 75% correctly. Performance at the sophomore level remained static suggesting a ceiling effect. The group percentiles on the chosen reference group norms remain at 100% for all testing levels. Clearly at that time the reference groups used to make up the percentiles were not from comparable groups making this test of little use to this project. Likewise, the faculty were unable to make much use of the information which the test provided. Although the individual student feedback material might be helpful for use in advising students with severe deficiencies this was not the case with most of the students involved in this project.

Test of Thematic Analysis - this instrument became "orphaned" by its creator (McBer) during the time of the project. After much cajoling they finally agreed to finish scoring the longitudinal sample. The Test of Thematic Analysis is designed to measure "critical thinking" ability, as indicated by a student's capacity to form and articulate concepts. Students are asked to read two groups of stories, then to describe the similarities and differences between these two groups. The results on the Test of Thematic Analysis in both the true longitudinal and the modified longitudinal analysis suggest a consistent pattern of higher scores through the four years, i.e. seniors in both groups score significantly higher than first year students. There were no significant differences between the two groups. The scores which the students obtained compare quite favorably to those reported in McClelland, Stewart and Winter's A New Case for the Liberal Arts with senior scores surpassing those listed for "ivy college."

The scoring procedure for this test is quite unique since scores can range from -3 to +6. During the time the scoring service was not available we attempted to score the instrument ourselves but with little success leading us to question the reliability of the scores received. This test is potentially the most intuitively interesting of the group used. However, more work needs to be done in support and interpretation of the results which appears unlikely given McBer's abandonment of the instrument.

Analysis of Argument - a second instrument from McBer which also was orphaned during the project. The analysis of argument is designed to measure intellectual flexibility. Students are asked to read an article and then to write a brief essay which opposes the position presented in the article. Then, they are asked to write a second essay which supports the point of view expressed in the article. Scoring can range from -5 to +5. Essays are scored according to the presence of ten categories. Five categories, central organizing principle, focus on logic, etc., indicate a higher degree of intellectual flexibility, and are therefore scored as +1. The remaining five categories, irrelevant argument, lack of organizing principles, etc., indicate less intellectual flexibility, and are scored as -1. As with the Test of Thematic Analysis the scoring appeared difficult to replicate. Student scores on this test were well below those reported for any of the groups in A New Case for the Liberal Arts. The disciplinary group as seniors appear to have done a little better at this task but not at a statistically significant level. Both of these instruments appear to have potential to be very useful if a clearer scoring system is developed.

Measure of Epistemological Reflection - This instrument developed by Marcia Baxter-Magolda, a Miami University faculty member, is designed to assess cognitive development, defined as Perry positions one through five. The measure consists of six series of short answer essay questions. Each series addresses a separate domain or content area relevant to cognitive development. Scores range from one to five with one as the lowest development score; five, the highest. Both groups showed statistically significant gain scores between the first and senior years. The interdisciplinary group shows higher performance levels at both the first and senior years than the disciplinary group suggesting that they enter with a higher level of cognitive development and maintain a higher level at graduation. These results may reflect that nature of students choosing to enter interdisciplinary programs as well as a programmatic impact. This instrument proved useful in provoking discussion in a faculty retreat about the nature of our pedagogical strategy in relation to Western students' cognitive development. The analysis offered by the instrument designer was that the faculty may be teaching too far beyond the level of cognitive development of the students causing the students to misinterpret the intent of the instructor's assignments and lectures.

SUNY-Fredonia Tests of General Education - The results of these appear in Minda Rae Amiran's excellent report to FIPSE and to her campus, "The GCP and Student Learning: A Report to the Campus." These tests which covered socio-ethical understanding, problem solving and scientific reasoning, and reading utilized a very imaginative approach both in terms of the tasks students were asked to encounter and in relation to the scoring techniques which were utilized. The interdisciplinary faculty had a very lively discussion about the students' responses to these instruments. A need to strengthen the students' understanding of the scientific method as a problem solving strategy and to enhance the students' global understandings both emerged from this discussion. Current curricular reform efforts are engaging both of these areas.

Myers-Briggs Type Indicator - This multiple choice personality test based on the personality theories of Carl Jung sorts individuals into 16 personality types. A number of studies have been completed which link type to learning style preferences. Interdisciplinary students tend to be more introvert, intuitive and perceptive than the disciplinary students with INFP's the most common interdisciplinary type and ESTJ, ESFJ, and ENFJ the most common disciplinary types. Research using type data and college students have suggested that different types of students look at the classroom/learning environment differently. Students who score high on extraversion are more action oriented while introverted students are more reflective. Students who score high on sensing and interested in the facts while intuition students are eager for abstractions and theoretical implications of materials. Judging students are interested in having expectations clearly laid out for them and assignments with precise guidelines. Perceptive students are more tolerant of spontaneity and ambiguity. Although the students were tested in their senior year, this information suggests that a strong selection factor may have been operating in terms of which curriculum is selected since type is believed to be a stable construct not easily subject to change due to developmental or environmental factors.

ACT Activity Inventory - The Activity Inventory uses self-report, multiple choice items to ask students about the extent of their participation in various out-of-class activities. Students select among responses that indicate levels of participation ranging from simple information gathering and relatively passive interest to evaluation of information and committed action. The Inventory provides a total score for General Participation and sub-scores which reflect a student's level in six areas. National norms are provided by ACT. Both groups showed statistically significant higher scores from the first to senior years. The interdisciplinary students were also significantly higher than the disciplinary sample at all levels. As seniors the interdisciplinary group scored at the 75th percentile; the disciplinary group, at the 55th percentile. This measure relates to a number of the other campus ethos measures which follow. Interdisciplinary students consistently show a higher level of involvement with the intellectual/artistic/political/human service components of the campus environment while the disciplinary students show a higher level of involvement in social/athletic activities. The instrument is problematic in its self report format since the "more socially desirable" answers (depending upon one's reference group) are apparent thus the results may reflect the social norms of the student's sub-group as much as the actual behavior of the student.

College and University Environment Scales, College Characteristics Index and the College Student Experiences Questionnaire - These three instruments have a common lineage and have as their primary task the assessment of the campus environment. All three instruments consist of multiple choice questions on perceptions/issues/experiences in the students' interaction with the campus culture. On these three instruments the largest differences between the disciplinary and interdisciplinary groups appear. Different cultures appear to shape the students' experiences of the education they are receiving. The results of these three instruments appear in the Appendix in the "Assessing Student Cultures" handout. In this same handout the results of the CIRP data is provided. This data suggests that the students coming in may shape the environment or are attracted to an environment consistent with their existing values.

Structured Interview - this locally developed interview adapted from a number of sources holds the potential to provide some of the most interesting

information of the whole project. Anecdotal data from the interviews suggest some very real differences in the two groups will emerge. However, due to delays in tape transcription and changes in personnel responsibilities, the work proceeds at a slower pace than desired. Information on the questions used in the interview are contained in the "Assessing Student Cultures" handout in the Appendix. Results will be forwarded to FIPSE as they become available.

Expectation Statements - This simple free-writing task was completed only with the interdisciplinary students. Students were asked to write for five minutes about their hopes, dreams, fears for the coming semester. Their writing was then typed up without names attached and shared in the division's weekly newsletter. A number of changes, most notably in terms of our treatment of the sophomore year, were made as the result of this material. It was a bit surprising how much insight into students from such a simple and inexpensive activity. Copies of the collected five-minute free writing of the class of 1989 over the four year is contained in the appendix.

ACT Alumni Survey - The survey is designed to be sent to alumni for reflection upon their experiences with the institution as well as for obtaining information on their current work and personal situation. National norms for the survey are provided by ACT. The appendix contains a report on the results. The survey garnered considerable faculty attention and resulted in new initiatives in the development of quantitative reasoning skills within the curriculum.

Conclusions about the Assessment Instruments

The nationally available standardized liberal arts skills test appear to be inadequate measures for the purposes of this project. Perhaps because the population being tested is already functioning at such a high level that significant enough gain scores to differentiate the two different groups in consistent, meaningful ways are unlikely. Or, the tests themselves may be such relatively crude devices that they are not capable of discerning the finer nuances which may result from the emphases that differentiates the two curricula. Or, the impact of the curriculum may not come through as strongly in these generic liberal arts skills but rather appears in the kinds of values, behaviors, and intellectual/cognitive development which the two curricula foster. Or, finally, it maybe that the curricular model is not very important and that other factors, like teaching style, class size, student self-selection, and general campus ethos may be much more important than the way in which a curriculum is conceptualized.

Summary and Conclusions:

The project demonstrates the potential to use assessment activities for a number of different purposes simultaneously. The project provided useful feedback to the Western Program on the impact its curriculum was having on students; likewise it established some base-rate data on the performance of students enrolled in the discipline-based general education program which is currently being phased out in preparation for a new liberal education program. The Western Program has used the information to obtain funding for two new faculty members to address improvement in the areas of science instruction and quantitative reasoning both areas of weakness identified in the assessment data. In addition, the same data provided information on the kinds of impact which two different liberal education models had on the cognitive and personal development of the students enrolled in them.

While the data is highly specific to these two programs within Miami University, it does provide both a model for further exploration and some insights which may be generalizable to other settings. The complex assessment matrix which includes a wide-range of assessment instruments and both longitudinal and cross-sectional studies developed as part of this project demonstrates the need for assessment work to become more complex if it is to be meaningful and reliable.

Finally, the project suggests some severe limits in the utility of most currently extant assessment measures to adequately address the subtle issues of curricular models because they are too generic (designed to meet mass market needs) and too simple-minded in their scoring to adequately evaluate higher ability students' thought processes. The difficulty of measuring the impact of the curriculum external to its on-going processes also seems problematic. The classroom researcher and portfolio assessment models seem to offer more promising approaches for providing feedback which is directly useful in curricular and classroom reform efforts. The nationally standardized testing approach which evolved from individual assessment appears to have limited utility other than providing national norms for student performances. Most of these instruments have shown substantial correlations with entering college board scores making their results more reflective of admissions recruiting efforts than of program impact. Portfolio assessment, on the other hand, provides an opportunity to develop a description of the "average" student's experience with the curriculum--the kinds of assignments they were asked to undertake, the reading they were required to do, the tests that they completed. The portfolio materials can also be measured against the curricular goals--what portion of the assignments reflect the model of "critical thinking" which the college has adopted?, how much material is given over to the viewpoints of oppressed groups?, etc. When the portfolio approach is combined with some measures of campus ethos (student culture) and occasionally with the some standardized more generic measures of cognitive development (Measure of Epistemological Reflection or the Watson-Glasser Test of Critical Thinking) the most useful assessment activity in terms of actual curriculum reform will be created. While this approach may initially be seen as inadequately meeting the calls for assessment by state agencies, as more institutions have experience with this approach, the data they are able to provide will become compelling testimony to the value of this approach.

TABLE OF CONTENTS
FOR THE APPENDICES

- A. "Overview of FIPSE Assessment Project Testing Schedule"
- B. "Assessing Student Cultures" - contains CIRP, CSEQ, CUES, CCI results as well as questions for the Structure interview, a Western Program "cultural literacy test," and a copy of the "underground" Western student paper.
- C. "A Brief Summary of Western Program ACT Alumni Survey Results"
- D. "The Continuing Saga of the Class of 1989" - contains four years worth of free writing responses to "Write for five minutes, without stopping, about your hopes, dreams, fears, and expectations for the coming semester."
- E. "Program Excellence - 1989-91" - contains information about the Western Program and a variety of assessment data directed toward the granting of a Ohio Board of Regents award.
- F. Academic Challenge Proposal - 1989" - a grant which contains a variety of assessment results with the purpose of obtaining funding to connect Western with other interdisciplinary programs on campus via twelve visiting scholars; the program has also served as a wonderful way to encourage faculty development and program renewal.
- G. Academic Challenge Proposal - 1987" - a grant which uses the assessment activity to make the case for two new tenure track positions aimed at improving science instruction and the use of quantitative reasoning and instructional computing throughout the curriculum.
- H. FIPSE Assessment Moment" - prototypes on different assessment instruments being designed for distribution of the project's results on campus, included are reports on the Myers-Briggs Type Indicator and the Measure of Epistemological Reflection. More will be developed as the project results are more completely analyzed.

OVERVIEW OF FIPSE ASSESSMENT PROJECT TESTING SCHEDULE

September, 1990

I = Interdisciplinary Core Curriculum
D = Discipline-Based Distribution
C = Completed

	C L A S S O F						
	1978-1986 I D	1987 I D	1988 I D	1989 I D	1990 I D	1991 I D	1992 I D
Senior Project	C	C	C	C	C		
Alumni Survey - 1987	C						
- 1990	C	C	C	C	C		
Structured Interview							
- 1986-87		C		C			
- 1987-88			C C		C		
- 1988-89				C C	C C	C C	C C
- 1989-90					C C	C C	C C
Thematic Analysis - 1987 . .		C C		C	C C		
- 1988 . .					C C		
- 1989 . .							
- 1990 . .					C C		
Analysis of Argument - 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					C C		
COMP-ARC - 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					C C		
ACT-Activity Inventory							
- 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					C C		
MER - 1987		C C		C	C C		
- 1988			C C		C C	C C	
- 1989					C C		
- 1990					C C		
Academic Profile - 1987 . .							
- 1988 . .			C C			C C	
- 1989 . .						C C	
- 1990 . .							
Expectation Statements							
- 1986				C			
- 1987				C			
- 1988				C			
- 1989				C			
CUES - 1988-89				C C			
CCI - 1988-89					C C	C C	
SUNY - FREDONIA							
Gen. Ed. - 1988-89 . . .				C C		C C	C C

Karl Schilling
Western College Program
Miami University

ASSESSING STUDENT CULTURES

**AAHE Assessment Conference
Washington, D.C.
June 27, 1990**

1:30 - 4:30pm

**Karl L. Schilling
Associate Dean
Western College Program
Miami University
Oxford, Ohio 45056**

513-529-2233

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)

(All numbers are percentages)

	Architecture a	Western 1988 (n=44)	Western 1989 (n=56)	Non-Western 1988 (n=2646)	Non-Western 1989 (n=2673)	National Select Public Universities 1988	National Select Public Universities 1989
ACTIVITIES ENGAGED IN BY STUDENT DURING THE PAST YEAR							
used a personal computer...	39	34	46	30	33	34	36
attended a religious service...	76	76	70	85	85	75	77
participated in demonstration...	44	34	52	29	35	28	33
won varsity letter in sports...	61	44	29	60	63	48	52
didn't complete homework on time...	74	61	84	68	70	69	70
tutored another student...	56	66	71	62	60	63	61
smoked cigarettes...	8	20	23	6	6	5	6
drank beer...	65	68	77	76	72	66	66
drank wine or liquor...	72	83	82	76	72	66	66
stayed up all night...	74	83	89	80	79	81	79
argued with teacher in class...	49	b	64	b	52	b	53
visited art gallery or museum...	87	b	89	b	67	b	56
worried about choosing career...	49	b	86	b	79	b	79
STUDENTS STRONGLY AGREED WITH CHARACTERIZATION OF PARENTS AS:							
interested in intellectual pursuits...	47	b	50	b	39	b	40
interested in cultural pursuits...	28	b	32	b	19	b	20
financially comfortable...	21	b	32	b	36	b	25
STUDENT RATED SELF ABOVE AVERAGE OR HIGHEST 10% IN:							
artistic ability...	71	49	43	28	27	31	30
competitiveness...	46	50	45	66	66	65	63
drive to achieve...	59	75	82	78	78	79	77
emotional health...	45	48	59	65	64	63	62
leadership ability...	49	60	68	63	65	59	59
mathematical ability...	77	45	52	61	58	64	62
physical health...	59	35	39	66	67	64	64
popularity...	46	45	42	54	55	48	48
popularity with opposite sex...	39	50	36	49	51	44	44
public speaking ability...	36	45	55	43	44	38	38
self-confidence (social)...	33	45	48	49	50	48	48
writing ability...	28	68	79	56	57	55	55

a = architecture students not surveyed in 1988

b = new question on 1989 survey

	Architecture a 1989 (n=39)	Western 1988 (n=44)	1989 (n=56)	Non-Western 1988 (n=2646)	1989 (n=2673)	National Select Public Universities 1988	1989
THIS COLLEGE IS STUDENTS:							
first choice...	68	50	63	73	76	63	67
second choice...	24	41	21	20	18	25	23
16 OR MORE HOURS PER WEEK IN THE LAST YEAR SPENT ON:							
studying or doing homework...	6	20	16	11	11	14	13
exercising or sports...	13	6	6	55	56	49	51
REASONS NOTED AS VERY IMPORTANT OR ESSENTIAL IN CAREER CHOICE:							
job openings regularly available...	68	b	26	b	60	b	63
rapid advancement possible...	30	b	20	b	60	b	58
high anticipated earnings...	48	b	34	b	69	b	67
well-respected/prestigious job...	55	b	43	b	64	b	62
great deal of independence...	77	b	82	b	65	b	69
chance for steady progress...	73	b	59	b	75	b	77
make important contribution to society...	63	b	84	b	66	b	70
can work with ideas...	97	b	95	b	70	b	73
can be helpful to others...	63	b	80	b	74	b	75
intrinsic interest in field...	97	b	91	b	80	b	83
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE:							
wanted to get away from home...	22	15	33	11	16	13	19
get a better job...	79	45	57	84	77	78	71
gain general education...	66	87	89	64	66	67	69
improve reading and study skills...	18	39	52	31	35	36	39
become a more cultured person...	42	59	56	41	40	43	44
make more money...	55	33	35	70	72	65	66
learn more about things...	76	87	89	72	74	79	78
prepare for graduate school...	76	46	57	57	60	62	62

a = architecture students not surveyed in 1988
b = new question on 1989 survey

	Architecture a	Western 1988 (n=44)	Western 1989 (n=56)	Non-Western 1988 (n=2646)	Non-Western 1989 (n=2673)	National Select Public Universities 1988	National Select Public Universities 1989
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE:							
good academic reputation...	83	70	73	88	86	73	74
good social reputation...	28	19	9	37	35	28	33
offers special programs...	15	73	71	13	14	18	17
low tuition...	11	35	25	19	17	29	33
advice of guidance counselor...	11	0	0	6	5	6	6
graduates go to top graduate schools...	46	b	22	b	42	b	37
graduates get good jobs...	48	16	24	47	62	31	49
size of college...	42	b	13	b	31	b	20
HIGHEST DEGREE PLANNED ANYWHERE:							
Masters (M.A., M.S.)...	80	34	41	47	48	40	41
Ph.D. or Ed.D....	13	42	44	16	15	21	20
LL.B. or J.D. (Law)	0	7	9	11	11	9	9
SOURCES FOR EDUCATIONAL EXPENSES:							
Received any aid from:							
savings from summer work...	80	66	70	67	66	64	61
other college grant...	15	23	25	17	17	15	16
other private grant...	18	5	23	13	12	14	14
Received \$1,500 or more from:							
other savings...	5	11	13	7	7	7	6
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL:							
change major field...	4	31	13	22	22	23	21
change career choice...	5	38	27	21	20	21	20
graduate with honors...	14	22	27	16	14	17	16
get job to pay expenses...	39	b	57	b	33	b	33
join social fraternity or sorority...	22	14	13	41	39	23	22
make at least "B" average...	39	62	67	56	54	54	52
get tutoring in some courses...	5	16	2	13	11	16	11
seek vocational counseling...	0	32	11	7	5	9	8
participate in student protests...	14	24	45	6	9	8	11
transfer to another college...	10	0	0	3	4	7	5
be satisfied with college...	38	76	66	65	61	60	59
find job in own field...	68	38	38	73	72	69	66

	Architecture a	1989 (n=39)	Western 1988 (n=44)	1989 (n=56)	Non-Western 1988 (n=2646)	1989 (n=2673)	National Select Public Universities 1988	1989
POLITICAL VIEWS:								
liberal...		24	63	65	20	22	29	30
middle of the road...		48	26	28	45	43	47	45
conservative...		21	8	5	31	32	21	22
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT:								
achieve in a performing art...		21	19	21	12	11	11	13
obtain recognition from colleagues...		68	42	52	56	59	56	56
influence political structure...		21	38	43	21	26	20	23
influence social values...		32	54	66	38	42	37	42
raise a family...		65	60	41	72	76	69	71
have administrative responsibility...		33	16	5	45	46	38	39
be very well off financially...		56	24	30	72	73	70	72
help others in difficulty...		24	72	64	54	57	59	60
write original works...		22	49	46	14	16	16	16
create artistic work...		64	14	29	13	13	14	13
be successful in own business...		59	24	14	46	41	49	40
be involved in environmental clean-up...		50	b	45	b	26	b	31
develop philosophy of life...		36	73	84	53	44	58	48
promote racial understanding...		30	65	71	33	37	42	43
keep up to date with politics...		35	62	70	49	54	57	53

a = architecture students not surveyed in 1988

b = new question on 1989 survey

4

	Architecture	Western		Non-Western		National Select	
	a 1989 (n=39)	1988 (n=44)	1989 (n=56)	1988 (n=2646)	1989 (n=2673)	Public Universities 1988	Public Universities 1989
AGREES STRONGLY OR SOMEWHAT:							
government not protecting consumer...	70	51	78	56	63	60	66
government not promoting disarmament...	86	87	95	63	68	70	73
government not controlling pollution...	93	89	98	83	88	88	91
raise taxes to reduce deficit...	46	51	52	35	38	36	38
too much concern for criminals...	62	46	52	66	69	67	65
increase federal military spending...	14	5	2	25	21	18	16
abortion should be legalized...	81	86	84	62	67	71	76
abolish death penalty...	41	53	46	23	23	26	27
sex OK if people like each other...	44	54	67	51	53	54	55
married women best in home...	11	b	2	b	23	b	20
live together before marriage...	46	53	70	47	48	57	55
marijuana should be legalized...	21	57	45	20	19	23	21
busing OK to achieve balance...	42	56	60	45	51	53	56
prohibit homosexual relations...	11	11	5	37	33	32	30
no endow. investment in S. Africa...	81	76	80	54	58	60	63
college increases earning power...	39	35	29	60	64	59	60
employers can require drug tests...	56	41	59	72	77	64	71
control AIDS by mandatory tests...	46	32	40	62	61	55	56
man not entitled to sex on date...	96	97	100	88	90	88	89
only volunteers in armed services...	54	73	80	48	51	55	54
federal government control handguns more...	92	b	93	b	82	b	85
national health care plan needed...	63	b	91	b	68	b	75

a = architecture students not surveyed in 1988
b = new question on 1989 survey

COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

A Report

Results collected in the spring of 1989 are based on a sample of 51 Western student volunteers and 428 randomly selected-Miami students collected for the Kuh study of Miami by the Office of Student Life. Pace (1987) developed national norms for the CSEQ for a range of institutional types. The norms for doctoral granting universities were based on results from among others Ohio State, Miami, Arizona, Denver, California-Irvine, and twenty-five other similar institutions; the norms for selective liberal arts college used data from Carleton, Amherst, Grinnell, Knox, Occidental, Macalester, Hamilton, Beloit, and Hamline. Results presented below are for items in which there is a discrepancy between the Western students' performance and one of the other groups--particularly the Miami sample. All results are given as percent of respondents. A complete copy of the results is available.

	Western	Miami	Doctoral	Liberal Arts
Classification in College:				
First Year	37%	28%	26%	26%
Sophomore	26%	23%	19%	24%
Junior	8%	25%	22%	22%
Senior	29%	24%	32%	28%
###Note: a high percentage of underclass students (63%) are in the Western sample.				
Expect to Enroll for Advanced Degree:				
Yes	84%	67%	64%	82%
Used Library to Read or Study:				
Never/Occasionally	85%	64%	63%	54%
Often/Very Often	15%	36%	38%	46%
Used Card Catalogue:				
Never/Occasionally	45%	74%	75%	60%
Often/Very Often	55%	26%	25%	40%
Used Indexes to Journal Articles:				
Never/Occasionally	67%	74%	80%	72%
Often/Very Often	33%	26%	21%	28%
Found Material by Browsing in Stacks:				
Never/Occasionally	62%	83%	85%	67%
Often/Very Often	38%	17%	15%	23%

Please note that % signs will be omitted from this point forward. Also only the high end (often/very often) percentages will be given. Subtracting these percentages from 100 will give "never/occasionally" percent. At times only the highest category response is given or responses are broken down further when doing so reveals information that would otherwise be obscured.

	Western	Miami	Doctoral	Liberal Arts
Checked Citation in Things Read:				
Often/Very Often	30	12	12	23
Read Basic Reference or Document:				
Often/Very Often	16	5	5	12
Talked with a Faculty Member:				
Often	26	35	33	36
Very Often	51	31	20	41
Visited Informally After Class:				
Often/Very Often	50	37	28	46
Discussed Term Paper/Project with Faculty:				
Often/Very Often	51	28	21	41
Made Office Appointment with Faculty:				
Often/Very Often	45	30	22	43
Discussed Career Plans with Faculty:				
Often/Very Often	43	19	18	28
Asked for Comments/Criticisms About Work:				
Often/Very Often	43	24	15	25
Worked with Faculty on Research Project:				
Often/Very Often	20	4	5	10
Discussed Personal Problems with Faculty:				
Often/Very Often	12	4	4	8
Took Detailed Notes in Class:				
Very Often	49	69	67	67
Underlined Major Points in Reading:				
Very Often	39	53	48	52

	Western	Miami	Doctoral	Liberal Arts
Saw How Facts and Ideas Fit Together:				
Very Often	61	40	39	50
Thought About Practical Applications:				
Very Often	63	32	32	35
Integrated Ideas from Various Sources:				
Very Often	71	31	23	38
# Maybe there is something interdisciplinary about WCP students' experience.				
Summarized Major Points and Information:				
Often/Very Often	72	62	61	62
Explained Material to Another Student:				
Very Often	41	27	21	23
# Maybe there is something to the peer learning/teaching aspect of a residential college.				
Made Outlines from Notes or Readings:				
Often/Very Often	26	46	40	31
Did Additional Readings:				
Often/Very Often	30	15	15	17
Never	18	42	34	27
Talked About Art with other Students:				
Often/Very Often	50	23	15	30
Went to Art Gallery or Exhibit on Campus:				
Often/Very Often	24	11	9	25
Participated in Some Art Activity:				
Often/Very Often	36	16	9	15
Talked about Music with Other Students:				
Often/Very Often	84	61	46	59
Read-Discussed Opinions of Music Critics:				
Often/Very Often	22	9	10	10

	Western	Miami	Doctoral	Liberal Arts
Participated in Some Music Activity:				
Often/Very Often	26%	10	8	23
Talked About Theater with Other Students:				
Often/Very Often	32	17	15	30
Participated in Theatrical Production:				
Occasionally/Often/V.Often	43	10	9	22
Did Individual Athletics - Outdoors:				
Often/Very Often	18	34	23	34
# Does Western need a physical education/activity requirement?				
Did Individual Athletics - Indoors:				
Often/Very Often	20	39	30	44
Voted in a Student Election:				
Often/Very Often	56	38	27	48
Discussed Policies and Issues:				
Very Often	33	12	7	17
Thought About Grammar etc, While Writing:				
Very Often	58	45	42	51
Spent 5 or More Hours Writing a Paper:				
Very Often	60	37	37	55
Asked Others to Read Something You Wrote:				
Very Often	40	29	25	23
Often	34	28	29	27
Revised Paper Two or More Times:				
Very Often	24	18	17	19
Told Friend about Reaction to Another Person:				
Very Often	39	48	31	38

	Western	Miami	Doctoral	Liberal Arts
Discussed Why Some Groups Get Along:				
Often/Very Often	82	66	45	57
Took Course Dealing with Behavior:				
Often/Very Often	48	32	28	33
Identified with Character in Book-Movie:				
Often/Very Often	62	51	46	55
Read About Personal Adjustment:				
Often/Very Often	49	32	26	26
Asked Friend His/Her Opinion of You:				
Often/Very Often	44	33	22	21
Made Friends - with Different Majors:				
Very Often	37	53	33	50
Made Friends - Different Backgrounds:				
Very Often	18	30	25	37
Discussion - Different Philosophy/Values:				
Often/Very Often	65	54	40	58
Discussion - Different Religious Beliefs:				
Often/Very Often	65	48	34	52
Discussion - Different Political Opinions:				
Often/Very Often	66	51	32	51
Memorized Formulas, Definitions, Terms:				
Very Often	6	30	39	28
Expressed Relationships in Math Terms:				
Very Often	2	18	24	23
Often	16	22	24	20
# Any doubts about need for quantitative reasoning program?				
Read about Scientific Theories/Concepts:				
Often/Very Often	16	9	18	17

	Western	Miami	Doctoral	Liberal Arts
Practiced Using Lab Equipment:				
Often/Very Often	4	9	17	15
Did Paper/Project Requiring Computer:				
Often/Very Often	91	68	34	42
# Probably mostly word processing.				
Used Computer to Assist Course Learning:				
Often/Very Often	6	25	18	17
Wrote Computer Program to Analyze Data:				
Often/Very Often	0	17	13	18
Had Lively Dinner Conversation:				
Often/Very Often	95	89	75	87
Attended Social Events in Residence Unit:				
Often/Very Often	55	35	43	50
Studied with Students in Residence Unit:				
Often/Very Often	65	59	47	37
Helped Plan or Organize Event:				
Often/Very Often	33	23	24	24
Worked on Service Project in Unit:				
Often/Very Often	28	19	17	8
Topic of Discussion - Jobs, Money Careers:				
Very Often	31	44	38	32
Topic of Discussion - Social Events, Parties:				
Very Often	28	58	30	29
Topic of Discussion - Boyfriends, Girlfriends:				
Very Often	33	62	35	33
Topic of Discussion - Current Events in the News:				
Very Often	24	16	16	19

	Western	Miami	Doctoral	Liberal Arts
Topics of Discussion - Major Social Problems:				
Very Often	56	16	18	19
Topic - Different Life Styles and Customs:				
Very Often	28	16	9	16
Topic - Ideas and Views of Other People:				
Very Often/Often	59	20	19	37
Topic - Fine Arts:				
Very Often/Often	28	18	16	27
Topic - Science--Theories, Experiments, etc.:				
Very Often/Often	14	10	23	21
Topic - Social/Ethical Issues Related to Science:				
Very Often	47	13	9	15
Referred to Knowledge from Reading:				
Often/Very Often	88	50	60	70
# Maybe there is something to a core curriculum!				
Explored Different Ways of Thinking:				
Very Often	29	15	10	15
Referred to What Professor Said:				
Often/Very Often	73	55	48	55
Read Something Related to Topic:				
Often/Very Often	53	30	32	33
Changed Opinion After Discussion:				
Often/Very Often	40	25	20	23
Persuaded Others to Change Their Minds:				
Often/Very Often	39	32	26	24

	Western	Miami	Doctoral	Liberal Arts
Number of Textbooks/Assigned Books Read:				
More than 20	49	12	11	40
Number of Non-Assigned Books Read:				
More than 10	24	7	13	19
Number of Essay Exams in Courses:				
More than 10	40	33	20	29
Number of Term Papers/Written Reports:				
More than 20	29	7	5	12
Between 10 and 20	41	27	17	34
Should Students Take Initiative to Benefit?				
Strongly Agree	39	54	53	45
College Environment: Emphasis on Academic/Scholarly Qualities:				
Strong Emphasis	31	28	20	49
Emphasis on Esthetic, Expressive, Creative Qualities:				
Strong Emphasis	26	4	5	11
Emphasis on Being Critical, Evaluative:				
Strong Emphasis	55	12	10	31
Emphasis on Vocational and Occupational Competence:				
Strong Emphasis	4	14	9	3
Emphasis on Personal Relevance - Practical Values				
Strong Emphasis	20	9	6	5
Relationships with Other Students:				
Friendly	16	25	18	23
Relationships with Faculty Members:				
Approachable, Etc.	22	16	9	29
Gains in Vocational Training:				
Quite a Bit/Very Much	26	50	46	24

	Western	Miami	Doctoral	Liberal Arts
Gain in Specilization for Further Education:				
Very Much	22	18	19	28
Gain in Broad General Education:				
Very Much	62	30	18	42
Gain in Career Information:				
Quite a Bit/Very Much	60	70	67	63
Gain in Understanding of Arts:				
Quite a Bit/Very Much	48	29	25	45
Gain in Acquaintance of Literature:				
Quite a Bit/Very Much	60	32	28	55
Gain in Writing Clearly and Effectively:				
Very Much	46	17	14	27
Gain in Familiarity with Computers:				
Very Much	22	24	15	17
Gain in Awareness of Other Philosophies:				
Very Much	55	15	14	30
Gain in Developing Own Values and Ethics:				
Very Much	52	29	23	32
Gain in Understanding Yourself:				
Very Much	48	43	31	38
Gain in Understanding Other People:				
Very Much	34	43	29	34
Gain in Ability to be a Team Member:				
Very Much	18	29	17	15
Gain in Developing Health and Fitness:				
Very Much/Quite a Bit	26	51	39	36

	Western	Miami	Doctoral	Liberal Arts
Gain in Understanding Science:				
Very Much/Quite a Bit	26	21	37	37
Gain in Understanding Science-Technology:				
Very Much/Quite a Bit	20	18	32	29
Gain in Awareness of New Technology:				
Very Much/Quite a Bit	58	29	32	37
Gain in Ability to Think Analytically:				
Very Much	38	21	21	28
Gain in Quantitative Thinking:				
Very Much/Quite a Bit	18	48	48	45
Gain in Ability to Put Ideas Together:				
Very Much	70	28	22	36
Gain in Ability to Learn on Own:				
Very Much/Quite a Bit	88	78	78	83

College and University Environment Scale

16

CUES, Second Edition

The second edition of CUES has the same purpose as the first edition: to aid in defining the atmosphere or intellectual-social-cultural climate of the college as students see it. The reasons for producing a second edition are three. In the first place, so many colleges and universities used the first edition that it became possible to develop new norms based on a larger and more representative number of colleges and universities across the country, and we felt that this broader base for interpreting CUES should be made available. Secondly, we suspected that some of the original items were probably better than others and we wanted to improve the instrument by identifying its best items and eliminating others. And, finally, we wanted to provide a basis for future revisions by introducing new items that would give a more balanced content and enable us to keep abreast of changes and trends in higher education.

The psychometric properties of CUES, Second Edition, are described in Section III of this Manual. The format and structure of the instrument are similar to those of the first edition. One hundred of the original 150 items are included in the second edition, followed by 60 experimental items. The basic 100 items form five scales of 20 items each.

Definition of the five scales

Scale 1. Practicality. The 20 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system—knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

Scale 2. Community. The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

Scale 3. Awareness. The items in this scale seem to reflect a concern about and emphasis upon three sorts of

meaning—personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Scale 4. Propriety. These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.

Scale 5. Scholarship. The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline—all these are characteristic of the environment.

Definition of the special subscales

Two new scales have been added to CUES, Second Edition (see Section II, pages 30-35):

Campus Morale. The items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

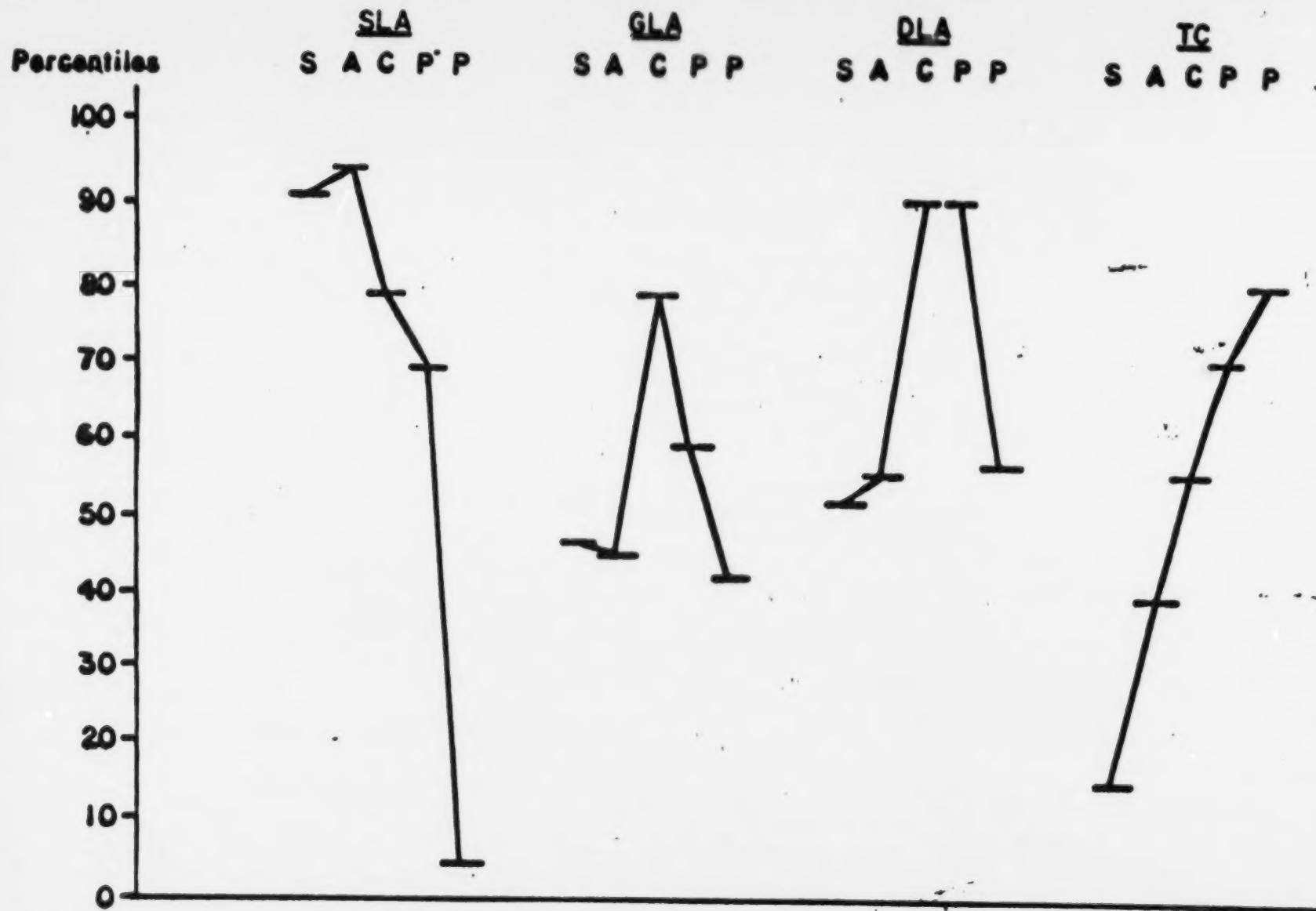
Quality of Teaching and Faculty-student Relationships. This scale defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

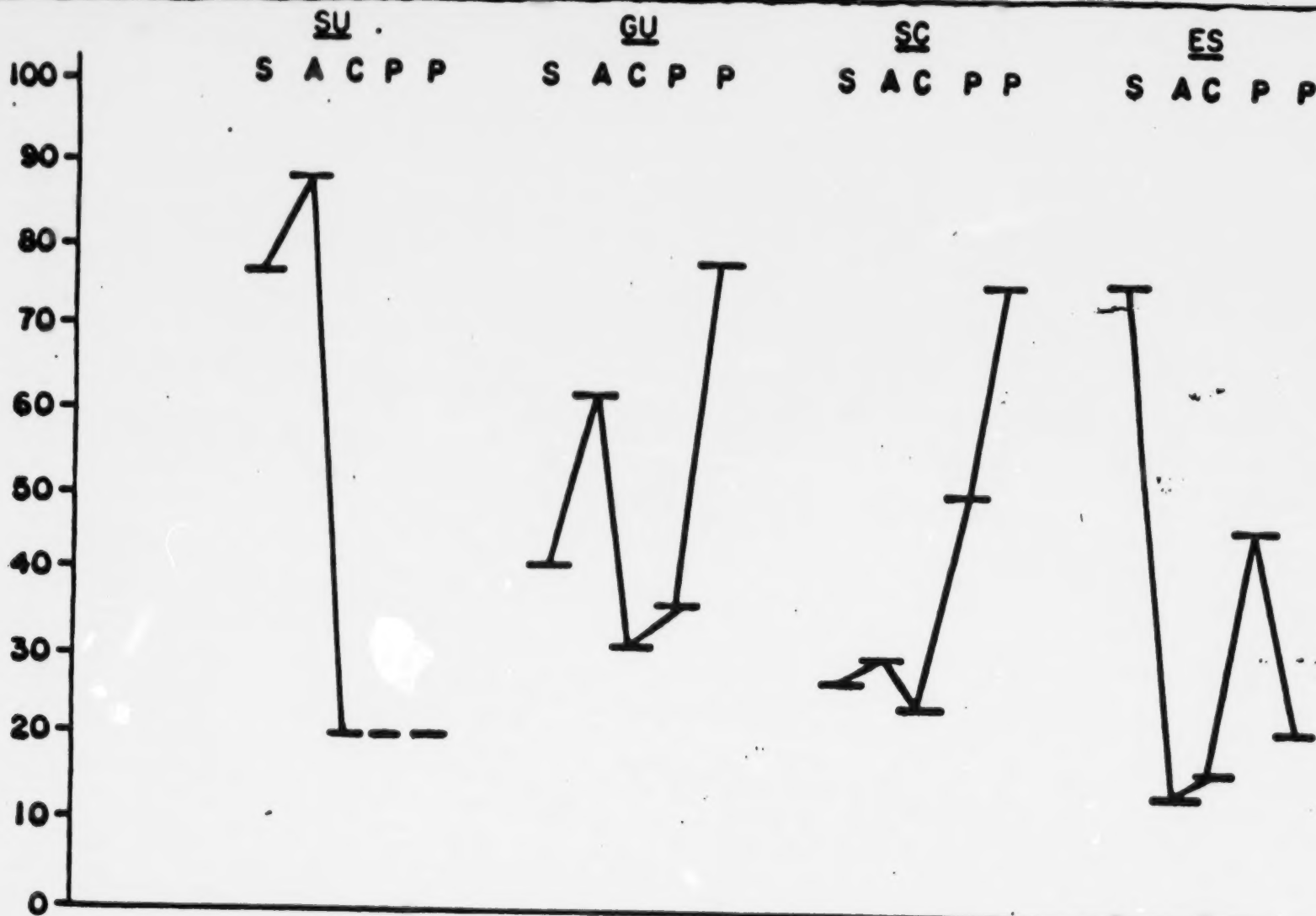
COLLEGE AND UNIVERSITY ENVIRONMENT SCALE
(CUES)

	Western Seniors (n=22) Percentile*	Non-Western Seniors (n=50) Percentile*
Scholarship	66	33
Awareness	88	62
Community	88	57
Propriety	37	30
Practicality	21	74
Campus Morale	85	49
Quality of Teaching	82	62

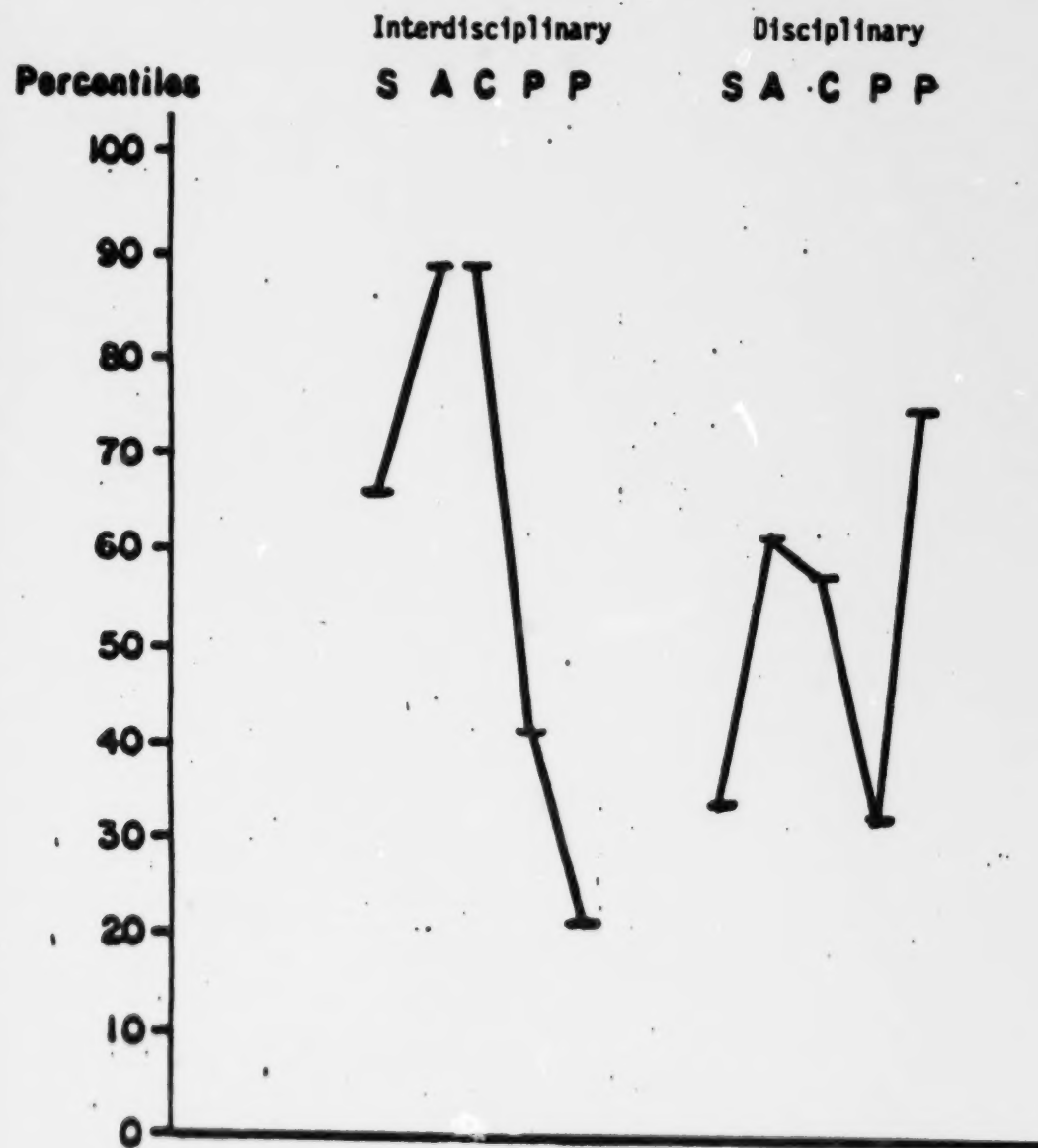
*Percentile norms based on testing completed in 1965.

College profiles*





Order of scales: Scholarship, Awareness, Community, Propriety and Practicality



1. Aspiration Level. A high score on this factor indicates that students are expected to aim high and are considered capable of making it. They are introduced to individuals and ideas calculated to provide models for intellectual and professional achievement. The students are also given opportunities to participate in decision-making processes involving the administration of the school, and given to understand through the receptivity of the administration that student efforts to make some impact on the environment are likely to be successful. The press towards a high level of aspiration is suggested by such observations as "when students do not like an administrative decision, they really work to get it changed," "courses, examinations, and readings are frequently revised," "many famous people are brought to the campus for lectures, concerts, student discussions, etc.," and "there is a lot of emphasis on preparing for graduate work."
2. Intellectual Climate. The items that comprise this factor are intended to reflect the qualities of a staff and plant specifically devoted to scholarly activities in the humanities, arts, and social sciences. Among the questions that elicit this information are, for example, "there would be a capacity audience for a lecture by an outstanding philosopher or theologian," "many of the social science professors are actively engaged in research," "there is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.," "the school is outstanding for the emphasis and support it gives to pure scholarship and basic research," and "the faculty encourage students to think about exciting and unusual careers."
3. Student Dignity. This factor apparently reflects administrative concern for the maintenance of a high level of self-determination and personal responsibility among students. A high score on this factor indicates that the institutional climate is nonauthoritarian and that student conduct is regulated by means other than administrative fiat. There is a minimum of coercion at such schools and the factor content suggests that students are treated with the respect and consideration accorded any mature adult. Typical observations are that "no one needs to be afraid of expressing extreme or unpopular viewpoints in this school," "students are encouraged to criticize administrative policies and teaching practices," and students "who know the right people in the faculty or administration don't get any better break here."
4. Academic Climate. Factor 4 is a less extensive version of Factor 2 (Intellectual Climate), limited specifically to academic excellence in staff and facilities in the conventional areas of the humanities, social sciences, and natural sciences. A high score indicates a great deal of attention to these areas by the school and implies the presence of such facilities as good libraries and laboratories: "Course offerings and faculty in the social sciences . . . in the natural sciences . . . are outstanding," "the library is exceptionally well-equipped with journals, periodicals, and books in the social sciences . . . in the natural sciences," and so on.
5. Academic Achievement. Schools with high scores on this factor evidently set high standards of achievement for their students. Special courses, examinations, honors, tutorials, and so forth, are among the devices employed for this purpose. The students at these schools agree that "the competition for grades is intense," "the professors really push the students' capacities to the limit," "careful reasoning and clear logic are valued most highly in grading student papers, reports and discussions," "professors often try to provoke arguments in class, the livelier the better," and "a lot of students who get just passing grades at midterm really make an effort to earn a higher grade by the end of the term."
6. Self Expression. This factor is concerned with opportunities offered to the student for the development of leadership potential and self-assurance. Among the activities serving this purpose are public discussions and debates, projects, student drama and musical productions, and other forms of participation in highly visible creative acts. Students at schools with high scores on Factor 6 "develop a strong sense of responsibility about their role in contemporary social and political life," "learn that they are not only expected to develop ideals but also to express them in action," "have many opportunities to develop skill in organizing and directing the work of others," and "get so absorbed in various activities that they often lose all sense of time or personal comfort."

7. Group Life. The press scales identified with this factor describe various forms of mutually supportive group activities among the student body. The activities are of a warm, friendly character, more or less typifying adolescent togetherness, but they also reflect a more serious aspect of the college culture as represented in activities devoted to the welfare of fellow students and to other less fortunate members of the community. Items associated with a high score include "the school helps everyone get acquainted," "students commonly share their problems," "many upperclassmen play an active role in helping new students to adjust to campus life," and "in many courses there are projects or assignments which call for group work."
8. Academic Organization. The various components of this factor may be regarded as the environmental counterparts of the needs for orderliness and submissiveness in the individual. High scores on this factor are achieved by institutions that stress organization and structure in the academic environment. Statements that illustrate this are "students ask permission before deviating from common policies or practices," "in many classes there is very little joking or laughing," "faculty members and administrators see students only during scheduled office hours or by appointment," and "there are definite times each week when dining is made a gracious social event."
9. Social Form. In some respects this factor represents the formal institutionalization of activities incorporated in Factor 7 (Group Life) on a more informal and spontaneous level. Fifty percent of the Group Life items are in fact shared with Factor 9, but the friendly togetherness of the former is muted here and replaced by a stronger emphasis on proper social form. The items suggested a heightened self-awareness and a consciousness of position and role. Schools characterized by this factor apparently offer opportunities for the development of social skills. Viewed as technical assets, they might be regarded as the finishing-school counterpart of the vocational atmosphere associated with Factor 11 below. A high score involves a consensus that "proper social forms and manner are important here," "the college regards training people for service to the community as one of its major responsibilities," "students quickly learn what is done and not done on this campus," "the important people at this school expect others to show proper respect for them," and "every year there are carnivals, parades, and other festive events on the campus."
10. Play-Work. Schools high in this factor offer opportunities for participation in a form of collegiate life reminiscent of the popular culture of the 1920's. This is a youthful environment highly charged with excitement and activity, where flamboyant, outgoing and socially imaginative persons are admired. The environment is described by item responses indicating that "there is lots of informal dating during the week—at the library, snack bar, movies, etc.," "drinking and late parties are generally tolerated, despite regulations," "there are lots of dances, parties, and social activities," and "spontaneous student rallies and demonstrations occur frequently."
11. Vocational Climate. The items of Factor 11 emphasize practical applied activities, the rejection of aesthetic experience, and a high level of orderliness and conformity in student-faculty relationships. Characteristic responses include "the college offers many really practical courses such as typing, report writing, etc.," "in papers and reports vivid and novel expressions are usually criticized," and "professors usually take attendance in class" and "regularly check up on the students to make sure that assignments are being carried out properly and on time."

COLLEGE CHARACTERISTICS INDEX

CLASS OF 1991

FACTORS

	1. Aspiration	2. Intellectual Climate	3. Student Dignity	4. Academic Climate	5. Academic Achievement	6. Self-Expression	7. Group Life	8. Academic Organization	9. Social Form	10. Play/Work	11. Vocational Climate
Western	7.6	8.8	8.3	7.5	8.7	9.0	8.3	3.3	3.8	4.7	2.1
Non-Western	4.0	4.6	4.8	4.4	6.8	5.0	5.2	7.1	7.3	7.9	5.9
Difference	3.6	4.2	3.5	3.1	2.1	4.0	3.1	-3.8	-3.5	-3.2	-3.8

STRUCTURED INTERVIEW

Locally Developed

MAJOR AREAS OF QUESTIONING

Primary contributors to development in college

Earliest school memory

Reflection on program goals articulated by faculty

- appreciating and learning from difference
- critical analysis and synthesis
- personal development
- improved communication
- understanding social change

Construction of self (based on Gilligan, 1982 and Lyons, 1983):

- e.g. How would you describe yourself to yourself?
Is the way you see yourself now different from the way you saw yourself in the past?
How do you see yourself changing in the future?

Gender (based on Belenky, et al., 1986):

- e.g. What does being a woman (man) mean to you?
Do you think there are important differences between women and men?
Has your sense of yourself as a woman (man) been changing?

Relationships (based on Belenky, et al., 1986):

- e.g. Looking back over your life, what relationships have been really important to you?
Describe your mother.
Describe your father.
How has your view of your parents been changing?

Stress and the role of social support in dealing with stress (based on Schilling and Fuehrer, 1988):

- e.g. Is your life stressful?
What roles do other people play in helping you to deal with stress in your life?

Belenky, M.F., Clinchy, B.M., Goldenberger, N.R. & Tarule, J.M. (1986). Women's Ways of Knowing. New York: Basic Books.

Gilligan, C. (1982). In A Different Voice: Psychological Theory and Women's Development. Cambridge, MA: Harvard University Press.

Lyons, N. (1983). "Two Perspectives on Self, Relationships and Morality," Harvard Educational Review, 53, 125-145.

Schilling, K.M. & Fuehrer, A. (1988). "Sex Differences in Social Support in the Workplace." Unpublished manuscript available from authors, Department of Psychology, Miami University, Oxford, Ohio 45056.

- 15 years of seeing the forest for the trees
3 north film festival
25 cent movies
8 minute burning time
A.M. Maslow
acid rain
action plan
AFHell
AFL
AIDS
Alain Locke
Alexander
Alice Walker
Andrew Carnegie
Angst
Anna Hoffman
Antigone
apartheid
architecture
art worlds
assigning utility
astroarcheology
asymmetrical relations of power
AWS
Bali
Bauhaus
bell tower
biodegradable
biomedical ethics
birkenstocks
bitch goddess success
blame the victim
Bloods
Blue Grass hamper
Bobbie Ann Mason
boing
bongo bongo land
Booker T. Washington
brooklyn giglio
broomball
brown shirts
brunos
bug wars
carton cycle
Cassandra of Troy
CC
CFC's
chaos
chaos killed the dinosaurs
thermoyol
CC
coffee house
community dinners
community cancelled
conform to non-conformity
conscious consumption
Copernicus
cornucopians
cotton
crime and punishment
critical thinking
Cultural Studies
cultural hegemony
cyber punk
Dale Carnegie
Dale Spender
dead white guys
deep ecology
dehumanization
descent of man
discovery
diversity
double helix
DSS
earth centered spirituality
Earth Day
earth art
Earth center
eco system
ecofeminism
education for social change
egalitarianism
Elaine Scama
Elizabeth Ellsworth
empowerment
Eric Voegelin
eutrophication
evolution not revolution
Existentialism
factory farming
fascism
feminism
feminist theology
fernald
fieldwork
FIPSE
first year students
fishheads
fishtails
Flow
fluff liberal
fluff chick
flush
folk art
folk art bus
free write
freebird
freedom riders
frerling
Gaia
gender exclusive language
gender patrol
gender neutral
gentrification
get past the symbols to the experience
get the fuck out
Gilligan's theory of moral development
GLA
global chemical cycles
gnostic
goedel
graffiti art
green patrol
green ribbons
greenhouse effect
Greenpeace
group projects
hall sports
Handmaids tale
Heartsounds
Helen Peabody
herstory
hidden agendas
homophobia
Horatio Alger
Howard Finster
hypocritical liberalism
In Country
interdisciplinary lecture series
James Cone
John Hinkley
Jonathon Kozol
journals
Jung
Kant
Ken and Barbie ville
king
kari
Kumler chapel
lack of motivation
Leli McKee
leonard theater
Leukemia
liberation theology
Lilith
liminality
Lovelock
MAD
main campus
mall walking
malthusians
man made language
Marcus Garvey
marginalized people
May you be cursed with 100 misspellings of West
McKee monday
meathead
media night
medical hierarchy
Meister Eckhart
Meridian
metropolis
Michael Hall
Mike Rose
Millenarianism

minimalism
 motel of mysteries
 mother goddess
 mugshot
 muscle project
 myn
 Napoleon Hill
 national socialism
 November 18, 19, and 20 1988
 NS
 Ntazake Shange
 nuclear winter
 Octavio Paz
 open dissipative system
 open forum
 openness vs. closedness
 origin of species
 ouigi board
 outsider art
 ozone depletion
 pacifism
 parable of the tribes
 paradigm
 Parker Palmers definition of community
 participant observation
 patriarchy
 Peabody Wednesday
 performance art
 personal is political
 phallic symbol
 photorealism
 Physics for Poets
 planting the daffodils
 planting the bulbs
 plate tectonics
 poly water
 popular culture
 pornography vs. erotica
 post modernism
 praxis
 pray pay and obey
 primitive art
 P⁺ committee
 punctured equilibrium
 quanton duck
 quanton mechanics
 quanton theory
 quilts
 radical pedagogy
 rainforest destruction
 Rambolina
 raping the earth
 rathskeller
 razor bridge
 reaction papers
 readers
 recycle
 Ricky Clark
 rites of passage
 ritual
 Robert Heinlein
 Roland Barthes
 Ronald Takaki
 safe ride
 Sandi Fox
 schrodingers cat
 schwa
 scientista
 SDS
 selective attendance
 senior project
 SED
 Shamans of the blind country
 shore to slimy shore boat race
 silencing (in the classroom)
 small dining room
 SNAFU
 SNAG
 solar power
 Southern Poverty Christian Law Center
 southern regionalism
 SS
 STD's
 storytown
 studio
 supply and demand
 Sweet Honey and the Rock
 Sylvia Frankin
 take back the night
 talent show
 talking to trees
 teenage mutant ninka turtles
 The Color Purple
 the craftsman
 the jungle fighter
 the company man
 the gamesman
 the gallery
 The Mall
 The Open Forum
 The Focus
 the political economy
 the attic
 the bluffs
 the new physics
 the isas
 thick description
 think globally act locally
 Thomas Kuhn
 Thorsten Veblen
 tie die
 Tillie Olsen
 tragedy of the commons
 traying
 trilobites
 Trobriand cricket
 two thirds world
 Tyler Miller
 Umberto Eco
 Uncle Toms Cabin
 vegetarian
 veritable plathora
 Virginia Woolf
 Watson and Crick
 ways of knowing
 WCC
 we shall overcome
 weimer republic
 west side story
 Western archives
 western standard time
 western duck pond
 western formal
 western creed
 western lodge
 western time
 what are your hopes, dreams, fears?
 whirly gig
 white male oppression
 white male guilt
 woman space
 woman
 woman
 womyn
 writing center

the open forum

Friday, March 30, 1990

A sincere apology to all of the authors in this issue for being so late. Hopefully, it will not happen again!

Enjoy reading it!

the death of government?

---Ed Sweeney

A recent cover on Time magazine read "Is Government Dead?" and had a picture of George Washington with a tear coming out of his eye. The story inside was a penetrating account of why the massive federal government has become an inactive machine infiltrated by indecisive, shortsighted people. Problems are not only going unmet, but unchallenged. Hypocrisy runs rampant. Within the government, discipline seems to be at an all-time low. There are more programs with fewer taxes, and a federal deficit that neither party wants to confront. As Americans, we should wonder if the government can do anything at all anymore. Has it died?

It seems the problems can be traced to the beginning of this decade. One of Ronald Reagan's slogans when he was campaigning in 1980 was that "Government isn't the solution; it's the problem." He may have been right, especially since the Carter Administration was still in the White House. Reagan was simply reaffirming the old saying that a government is best when it governs least. However, in his eight years in office, Reagan seemed to apply the slogan to the extreme. His laissez-faire approach spread to other branches of the federal government. While the economy grew, so did poverty. George Bush seems to be continuing this dangerous track. The result has been that the government seems to speak more than it acts. Whatever the task at hand—Eastern Europe, education, the drug crisis, homelessness—Washington's reaction is lots of rhetoric and little action.

A classic example of governmental inaction for many years has been the budget deficit. Both Republicans and Democrats refuse to try and remedy this problem, knowing that raising taxes would probably cost them their jobs (who can forget Walter Mondale telling the nation that he would raise our taxes in 1984?). The government has been at a standstill since Reagan's first term. Congress refused to let Reagan take money away from popular domestic programs such as social security and welfare. They told him he would have to balance the budget by cutting other programs or raising taxes. Since then, Congress and the rest of the government has wanted all of the needed domestic programs, along with a huge defense budget, on the one hand, and a tax reduction on the other. Why? The theory is that a tax cut will spur economic growth, causing people to pay more taxes anyway. The result has only gone half way, however. There has been a spur of economic growth, but not enough to cover the deficit gap. And if the argument is that we need lower taxes to stimulate growth, why is it that we are still growing more slowly and investing less than the prosperous nations of West Germany and Japan?

Democrats are just as much to blame for the deficit. They should be raising holy hell in Washington, yet they still refuse to force a solution to this problem. What is incredible is that they acknowledge that something needs to be done. Again, all words, no action. Democrats currently control both houses of Congress, yet they have repeatedly skirted this issue, or sometimes even ignored it all together. This is partly due to the internal turmoil of the Democratic Party right now. It also stems from the "weakness, egotism, venality, and sheer political cowardice rampant on Capitol Hill today." (Time, Oct. 23, p. 31) Whatever the reason, Democrats and Republicans have both dug themselves into a hole that neither seems willing to exit.

With Congress seeming to be a quagmire of bad policies, political unrest, and ethical decay, it should be up to the President to pick up the slack. Bush, though, has not responded to cover the gap. His presidential campaign full of rhetoric and propaganda may have fooled the American public in the election a year ago, but his public relations stunts now aren't helping the country at all. Bush's goal of a "kindler, gentler nation" has not housed any of the homeless. His education summit produced some interesting ideas, but no solid plan (all words, no action.....). His environmentalist positions, besides being scant at best, are unoriginal and

unimaginative. The war on drugs, which has in reality turned into no more than a David and Goliath fist fight, really accentuates the problem. While Bush's current drug plan has a hefty \$7.9 billion price tag, it slowly gets smaller and smaller when one realizes that this budget must spread over all fifty states. William Bennet, Bush's appointed "Drug Czar" has admitted that states will have to pay billions out of their own pockets. That has left frazzled mayors and governors complaining that their small piece of the federal pie will not have much of an impact.

Bush's foreign policy has also been suspect. He has consistently been slow in reacting to the new freedoms in Eastern Europe. When Poland asked for economic assistance, Bush at first offered a totally inadequate \$115 million, and then after some pressure, upped it to a paltry \$315 million. Meanwhile, federal appointments, which the president is responsible for, are going at an alarmingly slow pace. Seventy-seven senior cabinet positions have gone unfilled. In fact, no one has even been nominated.

The list of faults for our federal government is seemingly endless. The alarming part of this whole mess is the indifference people in the federal government are feeling on both sides. Republicans say that their system is working. Given time, the deficit will work itself out as long as the economy stays prosperous. George Bush is currently riding a seventy-five percent approval rating, so he feels he can't be doing anything wrong. Democrats are still running for their political lives after Carter and three straight losses in the presidential elections. Who are they to upset the apple cart?

We, the American public, are the ones that are losing from this government decay, and yet we are partly responsible. Ronald Reagan told us that we didn't need higher taxes. We believed him. We still do. We constantly refuse to raise taxes for anything. This puts state and local governments in a bind. They want to maintain roads, repair sewers and pipelines, get rid of toxic waste; yet their hands are tied when we as citizens refuse to give them the money. Something must give when people want more programs and less taxes. Usually it is the programs.

Government is not the problem we need to be examining. The problem is that people are not well governed. With a bloated, inefficient government, Washington does not seem capable of meeting and answering the growing list of challenges. The list of challenges is already too long. Until there are leaders who will rise to the occasion on certain key issues and start leading this nation, we should all fear for the future.

Earth Day is April 22!!!

Community has been cancelled

---Kermit Nies

The sign originally said "community dinner has been cancelled due to lack of response," but someone crossed out the word dinner, an action that required more effort than actually signing up for the damn thing in Julie's office.

I came to Western College because I was attracted to the idea of an academic learning community. Like many here, I have no loyalties to Miami University. I'm here because of Western. I want community. That's why I'm here. That's why you're here too. Don't give me your shit about being sick of the word community. You chose this place, at the exclusion of others. Environmental Design majors don't have any excuse either. You knew what you were getting into, or at least you should have found out. If you don't like it, get the fuck out. And please do it as soon as possible; there are others waiting to get in.

Even if its not community, perhaps you just weren't interested in the community dinner, as one of the events planned. I'll buy that. Then what are your perceptions of community? My belief is that, not only does everybody have something to offer, but they have a *responsibility* to offer it. You can't just sit back and watch it happen, or its not going to happen. You have the opportunity (and the responsibility) to do a hell of a lot here. Do it.



Out of place

---Laura Dahlke

"Damn, I wish I hadn't gone to bed at two last night." I rolled over at 7:30 and shut my alarm off, not wanting to leave my flannel sheets for a morning of work at ReStoc in Cincinnati. I pulled on my jeans and an inside out Miami sweatshirt and walked downstairs without tying my leather Adidas shoes. I was tired, grumpy, hungry, and the dining hall was not open until 8:30. I stopped off at the vending room for donuts only to find another volunteer there. We trudged upstairs and waited for everyone else at bell

Desk. Our shiny Toyota wagon was waiting at the foot of the steps and seven Miami students zoomed down to Cincinnati to help ReStoc for a few hours. I couldn't help but notice my middle class status.

We arrived in Over-the-Rhine a little after nine and knocked on the door of ReStoc and soon a woman came to unlock it. Two pairs of work gloves awaited our hands and not one of us jumped to put them on. We loaded some equipment in a van and then walked a few blocks to the boarded up house we'd be working in. For the next three hours we worked with the people of ReStoc and the Drop Inn Center to clean this four-story building, removing garbage cans full of plaster, wood, and dust. When we left we did not look like we belonged back at Miami.

Our next stop was for lunch at the Drop Inn Center where they had a special place in the basement for ReStoc workers to eat. I did not feel comfortable eating from the three tin pans of food they put out when I knew the people upstairs would not be going back to Alexander Dining Hall. Lunch was quick and quiet and we left ReStoc and the dust behind as we headed back up to Miami in the shiny Toyota wagon.

The immediate reactions I had to this trip were an overwhelming feeling of helplessness and a sense of not belonging. I felt out of place as a middle class college student going down to Cincinnati to help clean for a few hours, only to return right back to Miami's world. What kind of game was I playing with myself? Was this solely an ego trip? What did I accomplish?

It is feelings like these which keep me from going down to Cincinnati more often. They need to be squelched. Places like ReStoc need our help.

ReStoc provides good, low-cost, racially integrated housing for low-

income people that is owned and controlled by people in Over-the Rhine. ReStoc provides a meaningful volunteer work site for people struggling to recover from alcoholism and other problems, and for other city-wide people who wish to join them. ReStoc provides a base for their community to protect itself against displacement by outside developers. And finally, ReStoc provides apartments for a number of graduates from the Drop Inn Center's treatment program who need a support system.

The government does not give any funding to this organization and right now I'm not in a position to allocate great sums of money to them, but I do have hands and transportation from friends with shiny Toyota wagons.

the deadline for the next Open Forum is next Wednesday (April 4) in room 245 Peabody.

A different view

---Chip Curry

Hey, what's wrong with me walking down the hall with a beer in my hand? I mean, Peabody is my home. Who am I hurting by doing this?

That's the reply I got when I confronted someone with an open container of alcohol in the hallway. Admittedly he didn't seem to be bothering anyone. He wasn't drunk, or at least he didn't act that way. So what's the problem? The truth is, with this individual case I don't see the problem.

But the story goes on. Now it is 1:36 am. I've quit trying to sleep. There's howling coming from somewhere down the hall by a group that I imagine is quite drunk. Lots of people in the hallway, many loud and drunk. People barely able to walk. Someone decided it would be cool to smash beer bottles and leave the glass on the floor; another bathroom door has been taken off its hinges. Is anyone puking or passing out on the bathroom floor? My mind goes through all of the alcohol poisoning horror stories that they gave us in training. The hallway itself smells of alcohol. Now there are fireworks or something going off outside my window—its ten 'til two. Shit. This is all in one night. And lately, for a weekend night it is relatively mild.

So what's wrong with bringing your beer out in the hallway? What's wrong is that by doing so the atmosphere that I live in will quickly become one that is dominated by alcohol and its effects. If I want to be in such an atmosphere I can search that out and be a part of it. But when people bring alcohol out into the hall or when they drink so much they lose control of themselves and enter the public space, whether I want to be in that environment suddenly does not matter. The choice has been made for me by others.

Not everyone wants to be a part of the party scene all of the time, and some not anytime. Please show respect and don't force that atmosphere onto others. Peabody is our home.

Now it is 2:37—the building has quieted down and I'm going to bed.

A new rec center?

---Jeff Spoelker

Imagine walking into Withrow Court, looking to your right to see glass-walled racquetball courts, to your left and seeing 150 students enjoying an aerobic workout in an open, hardwood floored area, and a half dozen basketball courts staring you right in the face. A little further and your in the middle of a juice bar amid the "mingling" sounds of yet

more students. A quick glance upwards and you see a balcony area with an enormous free weight/nautilus room and jogging track overlooking the gym floor on the other side. All around are big windows, skylights, and only the best products and materials. Unfortunately, you *have* to imagine this because, unlike several other schools in the Midwest, Miami does not have anything that even resembles this.

I recently returned from a three-day tour of six student recreational centers in which I and seven others realized that these students didn't have to imagine. We also realized how antiquated our facilities are and how deprived the students are of adequate recreational activity space. I wish I could show you some pictures we took (there are some in Withrow) or the video that we made to show you just what you are missing out on.

Okay, so it's old. So what? That's not all. Phillips and Withrow also have a problem with scheduling and availability of space. I don't know how many times I have tried to get a racketball court only to find that I had to reserve one three weeks ago or gone to play basketball and had to wait for an hour to even shoot around. And it's not just that. The intercollegiate athletics at Miami usually get priority when it comes to using the facilities. There just isn't enough room for everyone to get equal time, least of which the "non-athletes." There is a definite need for a "drop-in" recreation facility for us, the students, without being kicked out by varsity sports or physical education classes. What I mean by "drop-in" recreation is simply the convenience of being able to walk right to a basketball or racketball court or weight room and not having to wait for an inordinate amount of time or getting kicked out altogether due to a varsity sports' priority. Miami ranks 6th among MAC schools in terms of sports facilities ahead of Toledo, who is building one now, and Ball St., who is getting funds, leaving us and Ohio to fight for the most insufficient facilities in the conference.

The tour had the goal of visiting these universities and doing research and gaining information about what they had done to solve problems similar to those we are facing. What we learned was invaluable towards the construction of a student rec center of our own here on campus. Benefits of a new facility plentiful, but the most important are the "3 R's": recruitment, retention, and recreation. At Bowling Green, students entering in their first year said that their rec center was the fourth highest reason for enrolling. 90% of these same students now use the center on a regular basis. Wouldn't it be nice to just walk right in to Withrow and be able to play basketball, get a racketball court, or workout on a lifecycle without undue delays?

The most interesting and most successful of these facilities were funded with the help of the students and run by the students. At the University of Illinois there are three full time student supervisors that oversee the totally student run Intramural and Physical Education (IMPE) Building. The advantage to this is that not only would we have *the* say in who uses the facility but also when and for what reason they might

use the facility. We must use our student voice to obtain control of developing such a facility or, just like all-too-many ideas, it will fall into the wrong hands.

We need a student recreational center on this campus and we need to get the ball rolling now!

time to speak up

---Ed Sweeney

On Monday, April 9, University Senate will decide on whether or not we should adopt a plus/minus grading scale (A, A-, B+, B, B-, etc...). Obviously this decision will have a large impact on students. Why, then, are we not being consulted? Don't faculty want to know how we as students feel about this?

The answer lies in part on the makeup of University Senate, which is the academic governance body for Miami. It consists of forty-four faculty, ten administrators, and twelve students. The faculty have gone against the student voice a few times already this year. They have a strong majority. This seems to be another example of the student voice being ignored.

Plus/minus came before the Senate earlier this week, and the students asked for a two-week extension to prepare our case. This was granted. However, several influential members of the Senate have already said they are strongly in favor of a plus/minus system, even though most students are against it and the Student Senate voted it down 42-2.

Next in The Open Forum, I plan to explain why students should be against a plus/minus system. But regardless of how you feel, make sure you call a senator and tell them how you are feeling. Sally Harrison-Pepper (9-5672) represents Western, and Gerardo Brown-Manrique (9-6439) represents the interests of the architecture department. Call, write, or tell them how you feel. The student voice should be heard on this important issue.

important dates.....

April 9: University Senate
3 pm; rm. 10 Shideler Hall

April 21: Western Spring Formal

April 23-25: Senior Projects

A BRIEF SUMMARY OF
WESTERN PROGRAM ACT ALUMNI SURVEY RESULTS

The questionnaire was mailed to 400 alumni along with the "Western Alumni Notes" in mid-November, 1986. 184 surveys were returned (46% response rate). The mailing was done bulk rate and many alumni called or wrote to tell us that they did not receive the questionnaire until after the deadline for returning it. The results received are very consistent with an earlier questionnaire with a much higher response rate.

The numbers listed in parentheses indicate responses based on national norms provided by ACT. This normative report was generated by the responses of 38,944 alumni of 90 colleges, collected between January 1, 1983 and December 31, 1986.

NOTE: To conserve space, we have included only the most extreme response options offered on the survey.

1. *If you could start college over, would you choose to attend Western?*

<i>Definitely yes</i>	<i>52.7%</i>	<i>(29.8)</i>
<i>Definitely no</i>	<i>0.5%</i>	<i>(3.6)</i>

2. *How would you compare the quality of education provided at Western with that of other colleges?*

<i>Better</i>	<i>84.2%</i>	<i>(35.3)</i>
<i>Worse</i>	<i>0.0%</i>	<i>(4.4)</i>

3. *Regardless of the financial benefits, has your college education improved the quality of your life?*

<i>Definitely yes</i>	<i>88.6%</i>	<i>(69.8)</i>
<i>Definitely no</i>	<i>0.0%</i>	<i>(0.7)</i>

4. *How much did your education at Western contribute to your personal growth in writing effectively?*

<i>Very much</i>	<i>84.8%</i>	<i>(39.8)</i>
<i>Very little</i>	<i>0.0%</i>	<i>(12.6)</i>

5. *How much did your education at Western contribute to your personal growth in speaking effectively?*

<i>Very much</i>	<i>51.1%</i>	<i>(34.9)</i>
<i>Very little</i>	<i>5.4%</i>	<i>(16.0)</i>

6. *How much did your education at Western contribute to your personal growth in understanding written information?*

<i>Very much</i>	<i>82.1%</i>	<i>(43.2)</i>
<i>Very little</i>	<i>1.6%</i>	<i>(9.8)</i>

7. *How much did your education at Western contribute to your personal growth in working independently?*

<i>Very much</i>	78.3%	(54.0)
<i>Very little</i>	2.2%	(10.6)

8. *How much did your education at Western contribute to your personal growth in learning on your own?*

<i>Very much</i>	82.6%	(52.9)
<i>Very little</i>	1.6%	(10.1)

9. *How much did your education at Western contribute to your personal growth in working cooperatively in a group?*

<i>Very much</i>	62.5%	(39.8)
<i>Very little</i>	3.3%	(14.8)

10. *How much did your education at Western contribute to your personal growth in recognizing your rights, responsibilities, and privileges as a citizen?*

<i>Very much</i>	63.6%	(21.6)
<i>Very little</i>	8.7%	(34.5)

11. *How much did your education at Western contribute to your personal growth in organizing your time effectively?*

<i>Very much</i>	34.8%	(44.5)
<i>Very little</i>	10.9%	(14.3)

12. *How much did your education at Western contribute to your personal growth in planning and carrying out projects?*

<i>Very much</i>	69.6%	(43.5)
<i>Very little</i>	1.1%	(10.7)

13. *How much did your education at Western contribute to your personal growth in understanding different philosophies and cultures?*

<i>Very much</i>	88.0%	(36.4)
<i>Very little</i>	1.1%	(20.6)

14. *How much did your education at Western contribute to your personal growth in defining and solving problems?*

<i>Very much</i>	75.5%	(43.5)
<i>Very little</i>	0.5%	(9.5)

15. *How much did your education at Western contribute to your personal growth in understanding the interaction of man [sic] and the environment?*

<i>Very much</i>	89.7%	(27.1)
<i>Very little</i>	0.5%	(27.1)

16. *How much did your education at Western contribute to your personal growth in recognizing assumptions, making logical inferences, and reaching correct conclusions?*

<i>Very much</i>	73.9%	(38.4)
<i>Very little</i>	1.1%	(12.5)

17. *How much did your education at Western contribute to your personal growth in understanding and applying mathematics in your daily activities?*

<i>Very much</i>	6.0%	(17.3)
<i>Very little</i>	52.2%	(43.0)

18. *How much did your education at Western contribute to your personal growth in understanding and appreciating the arts?*

<i>Very much</i>	69.6%	(27.9)
<i>Very little</i>	4.9%	(30.9)

19. *How much did your education at Western contribute to your personal growth in understanding and applying scientific principles and methods?*

<i>Very much</i>	42.4%	(28.5)
<i>Very little</i>	6.5%	(28.5)

20. *How well did Western prepare you for your present occupation?*

<i>Very well</i>	41.3%	(27.5)
<i>Not at all</i>	5.4%	(10.0)

21. *How well did Western prepare you for your continuing education?*

<i>Very well</i>	40.2%	(12.0)
<i>Less than adequately</i>	1.1%	(2.1)

*"Write for five minutes, without stopping,
about your hopes, dreams, fears, and
expectations for the coming semester."*

**The Continuing Saga of the
Class of 1989**

May, 1989

CLASS OF 1989 EXPECTATION STATEMENTS
(Written at Summer Orientation before Freshman Year)
July, 1985

STUDENTS

Actually, I am scared to death and bubbling over with excitement—all at once! I guess I look at Western College as a challenge for me in several aspects. So far I have heard or read about the small, discussion-oriented classes on this particular campus, and it really appeals to me. I am someone who has few expectations and I would love to say I am quite "open-minded" but I do not think anyone really fits that definition. In fact, I am a very critical person. In my high school classes I try to absorb all the information, and then I either accept it, reject it, or revise my thoughts on the subject as I see fit. That is my only goal I have so far—to consider every idea that comes my way, whether I like it or not. Hopefully, Western College will be just this opportunity for me. Who knows? I guess I'll soon find out!!

When I arrive at college, I am afraid I'll have trouble at first finding my way around college and fitting in, but I know I'm in the same boat as other freshmen. Hopefully, I will be compatible with my roommate. I suppose I'm a little worried that I might get stuck with someone I'm uncomfortable with. I would like to be able to become good friends with my roommate. I expect to not only grow intellectually, but also emotionally. I expect to develop myself so I am well-rounded and completely ready when it is time to enter the real world. It will be hard for me to leave home and all my friends in the fall, even though I have been away from home before and even though I know I will make new friends at Miami because I will be kind of starting a new life.

Oh, to be at college. Is it another word for freedom? Not to be overburdened with the quarrels which arise at home like weeds in an untended garden. Oh—to be free. But, look! All the enormous brick buildings! Are they, perhaps, boundaries to my freedom—and look at the keys to lock my room—make it safe—tight. Oh, but the people are wonderful. They greeted me with smiles and laughter and made me feel as if it were my new abode. Walking to my first class wasn't as exasperating as I had imagined. But look at those people. Why do they look at me with seething, imploring eyes? For is it because I am a Western student. Ostracized for being "one of them"—strange for they can't comprehend what we are really like. Now—safe in my room—in the dorm with the rest of the community. How wonderful to be a part of such comradery.

I am very concerned about receiving an education that will stimulate my mind, discipline my work habits, and enable me to enter the job market at the highest possible position (providing I perform very well in college itself, of course). I am concerned about becoming a well-rounded individual, knowledgeable in math and science as well as the social science that I am more interested in at this time. My family is very traditionally disposed toward a math/science background, and I can feel that pressure, however contrary to my main desire. A companionable roommate and other people I'll live with is also uppermost on my mind.

My expectations about entering the Western College Program are that I will be able to explore my talents and find the expertise to use my talents to the best of their ability. I feel the Program offers me an enlightened approach to Liberal Arts education. I have enrolled with the hopes of experiencing an educational awakening that will insure both my future success and future happiness. The Western College Program seemed to offer the cooperative educational assistance between students, teachers, and advisors that will put me in touch with what I really believe and what I can really do. I fear college in such a way that I may not be able to distinguish between "study-time" and "social-time." I need to have an abundance of opportunities both educational and extra-curricular to fulfill my energies.

Fear is my expectation for college life. Boldly, I will enter Miami with my I.A.L.A.C. sign hanging from the shoulders of my self-conscience. And the fear is for my I.A.L.A.C. (I'm lovable and capable) to be torn by peers, profs, and others. Yet I also enter Miami boldly and with confidence for I know myself and my abilities. I know I can adapt and survive.....I simply resist the idea of a changed lifestyle, a lifestyle which independence will bring. For independence means responsibilities that I'm solely responsible for. No parents to prod. Only distractions for peers, friends, girls. So to sum up my feelings, although I have fears, I also have confidence.

I hope to get a broad background in many fields of study and to come out of school with the ability to think other than to accept what I am told. I hope that the people around me are willing to accept my thoughts and my feelings on many issues without me being laughed at. The roommate I have does not bother me at all unless the only music he listens to is Bach. I think (I know) my biggest fear in college is not making the grades but being accepted for the person that I am. If I had to tell about myself I would say that I am rather idealistic.

It's hard for people like me to judge what is going to happen to me. I have always played with people older than me my whole life; they have gone away to college, and I know that whatever happens to people when they go away to college is strange; they all come back different and my goals are to not change for the worse when I leave for college. I'm a bit worried about attending Miami because of what I have heard. My girlfriend presently attends Miami and she is very smart and she is having a hard time here, and I'm not as smart as she is, so what's going to happen to me. I also have another friend who came to Miami and since then he has changed so much. It's like I don't even know who he is; he drinks almost every night and looks very unhealthy. He is 20 pounds overweight and is not wrestling anymore. I just hope that this does not happen to me.

Hopes, fears, dreams and expectations on college life. For me I would say that it will begin as an exciting new experience, one in which most of the experiences on my life will be new. It should, I hope, continue along this path as the wonder of education is spread all around me. However, I fear that something will be drastically off course: I won't find a major, I won't be able to adapt or I shall not enjoy myself at all. I am, however, an optimist (at least where my goals are concerned), and I feel that with large doses of hard work I will fulfill the requirement and my dreams.

I really don't know what I want to do in the next four years. I do want to graduate. I'm kind of scared though. I try to picture what it's going to be like in a classroom and what kind of things are going to be taught during that period. Will I like the professor? Will I do good on tests and exams? That's a lot to think about. I'm really interested in a lot of subjects but I don't know which one thing I would want to do for the next 30-35 years of my life. Will the job I get pay well? Will I like doing that job everyday of the week? I think that the residence hall will be different from home.

A lot of things have been going through my mind since I found out I was accepted at Western. All the "newness" of the idea of going away to college was very exciting. I hope that I grow in the way I think and learn to keep an open mind about the opinions of others. Along with all this excitement came a lot of fears. A fear of not succeeding in college, of failing in front of my parents who have struggled to get me here. Fears of leaving friends behind, and people you love. But I'm confident that I will survive, one way or another.

As a freshman, coming into the world of "college-life" so to speak, I am a bit confused and undecided about a major. I understand that I need not worry about a major at this point, but it scares me somewhat because I have no idea what I would like to do. My future expectations are unclear, though as I start college in the fall and get a feel for what "college-life" is really all about, I hopefully will come to have a clear, full picture of what I, as an individual, want in life, and for what I want to do for the rest of my life. The fact that I have no idea of a particular major is frightening.

It's rather ironic that we are writing on anxiety. As we left our house this morning, I was only tired. Orientation—now my summer is a time limit. It is no longer endless. As I walked into the building to register I was trying to control the urge to sit in the corner and cry like a child. All I wanted to do was go home. The beautiful campus I remembered had become an ugly trap. I never thought orientation could bring to realization the fear and sadness and loneliness of leaving home. I sincerely questioned going to school at all. That was a first. Well your intro has certainly appealed to me, and some of the beauty I first saw is returning.

I think my biggest worry is about my mother worrying. I am not apprehensive at all about leaving home, college life, grades, or "belonging." I feel confident that I won't have any problem in those areas. The decision to enter into a "liberal arts" program is probably my biggest worry, since almost everyone I have spoken with has told me how impractical this kind of program can be. Impractical in the sense that it is not career-oriented. I am a little apprehensive I suppose about whether or not I have made the "right" decision. I hope that by extending the time in which I will study a broad curriculum, I will be more able, and consequently more confident, in my career decision. I am otherwise very confident and very eager about college.

I want to meet people who are conscious of the world around them and care about what happens and especially care about other people. I wouldn't want to go to college if I couldn't be in a free-thinking, very diversified learning environment like what the Western College Program sounds like. I was really pleased when I learned about Western and its program. This morning I was in a room with a small group of kids at a career planning workshop—I was the only one who listed values such as knowledge, fulfillment of moral obligation, helping others, etc. Money, power and influence were much more popular values—that makes me feel funny (different, a little scared, but glad I don't feel that way).

I expect many things to happen during the next four years. I expect to meet new people, make new friends and probably some enemies. I imagine I will experience many new and wonderful things through interaction with interesting people. My negative experiences will consist of adjusting to a new environment after living the same place for 18 years. At first will seem strange but after a while that negative aspect will become a positive one. I hope to learn how to express myself better, both on paper and verbally. I also hope that the responsibility that goes with living away from home helps to mature me mentally and emotionally. Most I hope that all these experiences help to think better for myself.

Hopes, dreams and images of college life. These are subjects that don't come up often in conversations that I may have. It always seems to be, even before college: what are you going to do???? All I can do is to shrug my shoulders and say, "I really don't know!" I HOPE that next year in the Western Program that I will be somewhere challenged. In high school, there were only a handful of courses that challenged me. My mom always says how my older brother went through high school and got his bachelors degree at OSU without lifting a finger. Now that he is in Graduate School, now he is being challenged. I also am looking forward to school in the fall just to see what effect the difference in the amount of responsibility in my "new" life will have on me. From what I have heard, the Western Program will definitely challenge me, and this challenge will therefore necessitate a definite self-discipline in the way I go about a daily routine. Of course, the last (not the least) thing I look forward to is the social life. From stories of my older brother, it can be fun, and along with the challenge of Western, I hope to definitely have fun. Who knows, maybe the challenge will be fun.

I don't have fears about anything in general. I don't know enough yet. It's just anxiety—college is some vague concept right now, not yet solid. One enters as a young girl and emerges as a woman. . . Aha! I've found a fear. Maybe I'm not mature enough yet. I know college is a time of immaturity, but I still sleep with a stuffed animal. What if everyone laughs? What if I flunk out? I've taken AP courses, but it's not the same as college. College. All the classes will be AP. The profs don't seem like H.S. teachers. They've got Ph.D.s and they won't understand me. I have phobias and idiosyncracies and insecurities. I can't understand Ph.D.s.

I'm excited about Western!! I like the liberal arts approach. I don't want to specialize at the moment. I have many broad interests ranging from art to music to sports. I enjoy all of them, and I do not want to give up one for the sake of specializing. I want to be challenged. I don't want to passively accept accepted (oops, I need a thesaurus) ideas or values. I hope college will give me a chance for individualism. High School society placed a majority of stress on peer acceptance and conformity. All well in good in its proper place, but people (like me) shouldn't be discouraged from liking classical music because rock is prevalent and accepted. I'm looking forward to the opportunities college will provide—the concerts, people, and classes. Of course I feel insecure about a lot of it. I do not know how my heels will be placed in relation to others.

My main fear when I started contemplating a major was that I would be limited to just one thing and I wouldn't get as such exposure as I wanted to all of my other interests. I hope the Western Program will be composed of such a variety of ideas that most of my interests will be satisfied. I like the idea that everyone in the program lives in the one residence hall. I find I enjoy something more and learn more if I know a great deal about the people with me. I would like to take so many courses, but I realize that this will not be like high school where I had 8 different ones. College will be tougher. I'm very excited about the Western Program. I hope it is everything I think it is.

Holden Returns

Early high school career causes the semi-intelligent youth to realize—"Hey, there are a lot of morons around me!" To carry this thought through the end of high school led (for me) to sheer misanthropy. After all, when my Counselor asked me what I planned to do for a career, I decided that I would like to write theme music for cartoons. Her anger did not take me serious due to the response of "find something to do!" So now the misanthropy is over. Ha-Ha Ha-Ha (but I have actually turned into an atheistic altruist in the last few months [honestly!]). The major fear of college is are the thinkie-puff-puffs who want to be brain surgeons still here? The individualistic spirit of eccentricity and peace still exists and will continue to battle the Confederacy of dangers (thank you, J.K. Toole). HOpe does possibly exist for me with liberals and eccentrics. I don't want to be Holden in a dorm.

My expectations for Western College Program are very high. First of all, its uniqueness, something very rare in all the colleges I looked at before, excites me. Most places seem to only want you to learn one discipline and use that to get a job. Western requires you to really think. I hope in the program to expand myself and get to know myself and what I want out of life better. I hope to meet "exciting new people" and to find a challenging atmosphere that I found to be lacking in high school. I especially look forward to group discussions, about things that I feel really matter. On the whole, I want to gain a sense of myself, of responsibility and independence that is almost impossible to achieve while living with ones parents, no matter how well one gets along with them or how liberal they happen to be. I hope to find the wide variety of personalities that is also lacking in high school simply because of local similarity.

Hopes—I don't really have specific ones except for getting along with the people around me and feeling good about the course I've signed up for in the first year. I can accept pressure to do well. I just don't want to be pestered with a question such as "is what I'm doing going to work out or am I going to screw up and fall on my face." I want to be sure what I'm taking will in any case at least enable me to do well after I graduate. That is about it.

I'm going to join the Western Program because it sound so interesting and different. But I have not had much writing experience. This may end up to be a large problem. I have taken writing in high school but I didn't get much out of it. But now is the time to learn! Right! I also enjoy reading. If you haven't noticed I can't spell either. I also like this program because of its diversity in students and classes. I like the idea of a residential college. My brother was involved in one at U of I. I believe that this program will open a lot of doors. And give you a chance to hear different ideas. Sorry this doesn't make much sense. Oh well.

Expectations are so hard to define. Everyone has told me that college is going to be the best four years of my life so I should enjoy it while I have the chance and just have carefree fun. Well, I loved high school . . . Anyway, I want to meet new and exciting people. I want to start fresh and learn about the world and about myself...where my place is. I want to get new outlooks on issues. I also have fears connected to this. What if I don't like what I see and what if I don't fit in? My one huge fear about Miami University is that it doesn't attract the diversity of people that I have been looking for. I also get into slumps and have trouble pulling myself out—if everyone is from the same or similar backgrounds as me it may made me slip further. Who knows? I may never get into any slump situations. I want to learn, but not just to be told I want to be taught, to be able to participate and to be able to understand. I want to make the most of all my opportunities and still be able to concentrate and react an ultimate goal. My other fear is that I will never decide what to do with my life. Where is this all going to lead? And will I be a success? I hope so. . . I am certainly willing to try my hardest!

I look forward to meeting many new (to me) people in all areas of interest. This means I will be getting involved in athletics and recreational clubs, and of course many different types of academic involvements. Clubs, newspaper, journals and creative writing magazines (that also features artwork of all kinds) are the main spectrum of extra-curricular academics. I will definitely be involved in music, sports and what not, too. When it comes to academics, I plan on exploring as many different classes and types of learning as possible. That is one of the main reasons I am interested in the Western campus. It intrigues me to study outside the bounds of the normal guidelines of education. In other words, I think it is beneficial to get out of the classroom sometimes, and learn by observation and experience. This is another aspect of the Western that I like. To take classes about society, humanity and special sciences and also learn thru alternative ways of education.

My expectations are many. Moving away from home and to a completely different living situation will provide many worries in itself. Will I miss my parents? (A little.) Will I miss my sister? (Even littler—sorry, that's cruel.) Will I miss my house, my backyard, my bedroom? Of course. What moving into college will mean is an abandonment of the comfortable lifestyle that I have been living at home. Suddenly, I will be surrounded with new pressures. There will be pressure on a social level, the stampede to make new friends, et. Academically, ...

I fear of failing my classes; fear that instructors will leave me in the dark. I expect probably the worst. I hope I like my roommate. I hope I can handle all the homework and learn the work. I expect to make new friends. I hope not to be left in the cold by upperclassmen (tricks, pranks, etc.). In class I hope instructors take time to talk with students and don't judge students. I fear I'm not prepared—even know I probably am. I fear I won't be able to study so much. I fear failing. I fear not getting to know main campus people and expect fun. I expect an extremely hard adjustment when moving back home. I expect only a hard adjustment moving here. I'm sure I'll be able to schedule my time.

Too much to really put down—wild parties—learning interesting stuff for a change—challenging—sink or swim (will I learn some good self-discipline? who's my roommate? will I be isolated from the rest of campus?—wild idea—definitely need a beach party in January because January in Oxford is boring—uptown bars—false ID's— professors that are really neat and helpful and fun to talk to. Oh yeah, my education—will I change majors? find something I like better? meet people, especially women—they aren't girls anymore, you know. Weird things in Peabody (it's such a pit). Different people that will affect me for good. I hope my parents don't expect too much—the legacy of my older sister. I can't wait to be on my own—will I be more wild or tame? Irresponsible or responsible? I'm worried—will I understand the lectures and the books?—sometimes.

When I arrive here in August, I hope (expect) that I'll begin my classes with an open mind. So that I can learn as much as possible as quickly and painlessly as possible. I have no decided course of action to take—I'm just looking to learn in the broad liberal arts tradition. I have a few options I'd like to look into further which I do hope I'll be able to investigate. I'm expecting the best from Miami. Helpful staff and students prepared to learn. I hope my roommate is not a wild, noisy partier. I hope she'll be interested in the academic life more than the social life. I don't plan on being a "stick-in-the-mud" though. I know Miami has the activities and opportunities for me to see what's out there—to broaden my knowledge. I don't expect things to be too difficult. Everyone seems so helpful.

I want college to become a continuation of a year spent learning to think for myself, to grow brave enough to let myself think my own ideas, to learn to defend them . . . that's what everyone says college should do . . . I don't want to be unoriginal, but this is what I'm expecting. I hope I can become more aware of events happening in the world. I would like to view these events from a neutral point—not as an American, or an Ohioan, but just as a member of the world. I'm expecting to explore lots of different ideas, through social studies and humanities. Fears include having to meet new people, but knowing that people on the Western campus might have a lot in common with me, is comforting. I'm glad to have the chance to study many different subjects, but also to study them in relation to each other.

My expectations for the next four years begins with making the next four years only four years. I want to be able to apply myself in a way that I learn many new things and also in a way that I want to learn new things. I want to have a desire to learn that will exist for the rest of my life. The social aspect of Miami scares me. I see too many people talking about money and looks when they should be talking about themselves, in an uncoincided way. I want to be able to not have any expectations from just appearance. I want to be able to see through people. I think Miami is going to be a tough place to do it but I feel it is possible.

I've always felt that college should be a place where one opens one's mind, explores various disciplines, and overall grows academically and intellectually. I do not feel that college should necessarily lead to an "exciting" career as an engineer or insurance salesman, but rather prepare the student socially and morally. Students and teachers should interact to keep each other on their toes mentally as well as spiritually. I also feel that it's no fun to write on the spur-of-the-moment. But this assignment has stimulated me, which is the essence of my expectations of college.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written mid-year - Freshman Year)
January, 1986

Western

I have just transferred into the WCP and have been to two of my three courses. For the first time ever, I feel excited about learning. This will be a new experience and, after having taken a semester on main campus, this will be a welcome change. Thinking is the only way I know of to learn. Unlike other courses, WCP not only forces me to think—it makes it worthwhile.

Well, I discovered that I could make it through a semester of college and survive. So now I have some really high goals for this semester. Shooting for above 3.00 g.p.a., spending more time with studies so that I'm actually understanding the subjects, and proving to myself that I know what it takes to continue my major. The roommate situation worked out well, and even though we have our moments of frustration, I'm sure that we'll always be friends. Things back home even cleared up and are looking good. The tension between social life here and at home were quite different, but worked themselves out.

As a second semester Western student, naturally my expectations and hopes for the coming months have changed. I'm hoping, of course, to achieve the same closeness with my new professors as my old ones. I'm also hoping to become increasingly more familiar with the academic system. I am working within two I can take better advantage of it. It would be nice to hope for a little more stimulation outside the academics, but reasonably speaking—I still live in Oxford. I'm hoping mostly to really get caught up in the academics here—push my grades a little farther, achieve a little more and mostly I'd like to see more emphasis still on professional writing and helping young writers become established. A trip or two to Cincinnati wouldn't be bad, either.

Expectations for the spring semester? I expect it to be a struggle but thoroughly enjoyable. The classes sound exciting (the sixties—what a mysterious era for those of us born at its close) and N.S. lectures aren't at 9 in the a.m. any more (now we don't have an excuse to miss them). Having already experienced a semester of Western makes starting new classes less threatening. We won't have to worry about not knowing anyone or being away from home or the profs' crazy ideas. Everything seems natural now...comfortable...like home. What a great ending but I still have to write for another minute. Karl said so. Miami yeah!

Since I'm really new on Western, this second semester is my first. My expectations...I expect a big challenge. Having fared well first semester in my "typical" university enrollment, I am hoping, although I am afraid, that Western will challenge me. From the small taste I've had of Western, it scares me, but I think that can be attributed to, simply, the initial attempt that so many people make in trying to grasp everything right away. I suppose fear is my biggest feeling thus far. I am very frightened, but I hope that Western will make me enjoy my college experience more. First semester, I just felt like I was going through motions and I think Western will make me feel like I've got a purpose.

My expectations this semester—boatfuls of knowledge, wisdom, and insight; a further discovery of myself. More specifically, I hope to gain study discipline (i.e., Len's ss section), Russian fluency (main campus) and the benefit of many perspectives on the 60's (CC), evolution and ecology (NS) and church and state (SS). My worries this semester are many fewer than the past semester. Study fears, burn out anxiety, etc. are almost nonexistent. One could say that I've learned to love to learn.

Academically I see an extraordinarily interesting year ahead, courses of obvious interest and satisfying promise of growth and development. There is concentration in fields that apply to my expectations in life for a future, as well as things of basic information that will increase my needy intelligence. My main fears are for my future, for discouragement comes from many sources as to the reality and idiotic aggressiveness of the American society. A child is told in a very young stage that

In American it can do whatever it pleases as a career, but they seemed to exclude the many repercussions when you choose a dream that doesn't involve much, much money. Emotions are another matter, something I won't speak of now, but something that colleges have to look at—where to go from here?

Although things went very well last semester, I think I may have bitten off more than I can chew this semester. I am not extremely worried, since I am sure things will work out, but I guess I am not looking forward to doing all that work. I will say that I have been satisfied with the classes I have taken and with the classes I am taking now, and I imagine this will be the one aspect which hopefully will keep my interest and allow me to do the work without falling asleep. I am now seeing a cohesiveness in the courses I am taking which helps to form a general aim, but I am still wondering whether or not this is the direction I want to be going. I think it is but I can never tell. Oh well...only one minute left; I think I will relax.

This semester I expect to be much the same as last, with the classes being interesting yet demanding. I have no great fears about my classes this semester for I feel there is nothing to fear. As always, I would like to do well but my objective is just to learn. I think and hope I am up for the challenge of these and my other classes.

My hope is to personally achieve the goals that I have set for myself. I desire to achieve these goals by first having the motivation to learn and secondly by applying proper study skills to my study habits. My goals are to get the most out of my classes, that I can and making the Dean's list. I hope to be more academically sound after this semester.

Expectations? My expectations are high. I liked last semester and I am hoping this semester will live up to it. I looked forward to coming back to Peabody, to the people, atmosphere and classes. In fact, I was surprised by how much my friends dreaded doing back to their schools. I'm learning here and furthermore, I'm enjoying myself at the time. I hope to write and think even more analytically and to accept nothing at face value, but to form my own opinions. Western has lived up to my earlier expectations. Now I'm working on expectations I have for myself.

I was so glad to get back to Peabody. Christmas was boring as I'm more than eager to start my second semester here. My classes seem very interesting so far, so I guess my first goal or hope is to really dig in and get something very personal from each of my courses. Besides having a fun-filled first semester in the social department, I also achieved the honor of making a place on the Dean's list, so a second goal for me is to maintain the high academic standards I set for myself. I'm really feeling happy with myself here at Western, and the friends I have (and the fun we create!) are definitely at the top of my list of good things here in Peabody!

My hopes for this semester are mainly to broaden my views and friends, raise my grade (now that I understand somewhat how the system works) and get involved in at least two new activities. My views, I feel will broaden with my effort in class. Last semester sure proved that. My friends, I feel, will multiply if I don't judge people. Although last semester our floor had cliques which were standing for no apparent reason. My grades, I feel, will take the major part of my time. Raising them will be hard, as I worked my butt last semester. I hope I can do this little by little.

I hope that I will be a more productive and well prepared student this semester. I hope that the professors don't forget that we are still freshmen even though we have survived one semester. I'm scared of Len Hochberg's class; it will be tough but I'm willing to work hard because I want to get something out of it. It should be a good class.

At this point in time, my greatest concern is with my grade point average. I need to have a drastic improvement. I have just recently become a Western student, and hope that I will be able to catch on as quickly as possible to the system in order to concentrate on my work. I like what I've seen so far of Western, as far as how the issues are approached in a kind of argumentative or rather "open-minded" way. I do not, however, understand how the physical science portion of the program fits in, but I suppose it's meant to fulfill requirements.

I hope to do a little better (grade-wise) this semester. I don't have any excuses like "I'm trying to get used to the new routine," so I'm going to try to get my act together. I want to go to more classes 2nd semester. Perhaps I missed out on a lot by not attending very many last semester. I'm afraid of falling into the "party run" of blowing off classes, partying every night and sleeping until noon. I hope to have a clearer idea about where I want to go with my education at the end of this year.

Well, I came this far which is something I consider an achievement. I hope to continue to learn from my teachers, peers, and environment in every way I can. I hope to develop myself as an individual and not be classified as a Western major. Not that I look down upon the program, but I want to wear a ME tag instead of a generic Western nametag. I've grown through the support and friendships I've made and look forward to new friends and opportunities. I fear most to say farewell.

I want to do even better than last semester. If I push just a little bit harder, then I can do it. I'm really looking forward to the challenge of the classes this semester, especially knowing that I can do well in them.

I feel much more positive going into this semester than last. I am really looking forward to my classes. I chose a little more carefully and am trying to zone in on something that I want to continue to study. The topics of the Western courses interest me and I feel good about my professors. In the beginning I had fears about meeting people, but I feel very established now. I have good friends and am comfortable with what I am. This is a good well...great thing to accomplish. I feel accomplished thus I really don't fear anything—maybe just the work load. Expectations at this point are hard to define. I expect... I expect...well I don't know. I just want it all to go smoothly and I want to continue to be happy!

I'm expecting to learn a lot this semester. All of these classes (Western) are going to make me want to learn more about the life around me. Right now my biggest fear is being able to do well on all of the assignments. I know some are going to seem impossible to do but as I go on through the semester I hope to do away with the impossible and turn it into possible.

My expectations for this semester are that I do as well as I did first semester! I hope to continue to keep my grades up as well as successfully completing the year with hopefully no complications or difficulties whatsoever. First semester was tough at times, but hopefully now that I have a pretty good idea of what the instructors want and expect, etc., I anticipate that I will do fairly well this second semester also.

My fear also coincides with my hopes, and partially with my anxiety. I am finding myself drifting away from the security of a society to find something. I wish I knew exactly what it is I'm looking for—a truth, a person, a bottom line. Maybe simply a purpose beyond all the bullshit that's been handed to me my whole life. Something feels right, though. I'm getting warmer and my classes could help me break some ice...I hope. For my sake.

During the past three weeks, I have given a lot of thought to what I had learned my first semester at Western. Materials covered were very interesting and relevant to my life. I feel like I'm already understanding a lot of what society and our world are from my first semester and I'm really excited to keep learning and understanding new things. I hope it will be the way it seems: that I will keep learning more and more and keep realizing how much more there is to be learned.

I hope second semester goes as well as the first in terms of enjoyability of classes, feelings of achievement, and the feeling of community at Western. I hope to continue to broaden by thinking as I believe I began to do first semester. There's not much I would wish to change from the way things went first semester, with the exception of grades, which I hope to improve.

At first my expectations were simply to become adjusted to the new "community." Now, with one semester under my belt, I see different expectations. What I hope to do in the next semester is to improve my reading, writing, and thinking skills more so than during the first semester. Also, throughout the coming semester, I want to be able to zero in on possible areas on which to focus. At this point I have a good deal of "maybe's," but I would like to become more certain, more comfortable with one or two of them. Overall, my intentions for the semester are to improve myself in more ways; to get a better grip on what I want to do, and become more active in the community which I, at first, only wanted to adjust to.

I think I've learned from the first semester that I need to commit myself more to class work and seminars—to put forth a real effort to be prepared, and more importantly, to participate. I hope I can overcome my fear of looking stupid when I make a comment, and it turns out to be wrong. I guess this is a great way to learn, so I should take as many opportunities as possible! I'm excited about the topics for this semester, particularly eschatology and religion in the U.S. This is a problem I've been struggling with for a few years, and I'm anxious to hear other people's (authors' and students') views on such a subject. I think not having Len Hochberg for a professor is a mixed blessing—of course, I'm very relieved, but I hear he's a great teacher, so I'll be missing out in some respects. I hope to be more involved in community life, whether it be on a committee or just being more open to people in "the Bod." That's all for today. Bon Appetit.

Fears, hopes, dreams, anxieties...sounds like almost every serious movie or book that has been written. Well, maybe not every one. In terms of the Western Program/community and the upcoming semester, I plan on improving myself in every which way. I may hope and dream about certain goals and/or fantasies about the future, but there are certain things that I am expecting myself to carry out. First of all grades...I'm not satisfied with my g.p.a. as of yet, but that's going nowhere but up. Health and living conditions are a major importance, to me, at least. I am presently in the process of cleaning and organizing not only my room but my whole life as well. Fitness, working out (weights in gym), running, studying, playing music...creativity and writing—that's a whole other side of the spectrum. There's too much to be done. Why must we sleep!! (Need the time)——(have to work on handwriting) too.

This is my first semester on Western. I expect to work very hard. NS does not sound exciting. I hope to really get to know people in my classes, especially because I don't live on Western. I like my advisor very much and look forward to any work I will do with him. I hope the classes won't be too difficult and support will be abundant.. I aim to stay on the Dean's list and keep my scholarship. I'll try to do as many things as possible on the Western campus to feel that I fit in better.

Well, I'm expecting the same—the thinking, debating, community and the many interactions involved with the community. I want to have a good time. I want to explore things on many different levels and approaches. I want to get in depth in the areas that interest me and have enough knowledge of the areas generalities to enable me to incorporate my specific interests into the social network of which I am a part.

First, I'd just like to say that Peabody is wonderful. The people here are interesting (for once), and I really felt a sense of community when I arrived back from Christmas break. I have no concrete fears actually—however stress has entered my life at a magnified level—how to deal with it causes me to worry and lose focus and direction. I am very interested in the semester topics of the Western

classes. I have already leafed through one of the books—reading a large portion of it. It's strange to actually have enthusiasm and an energetic approach to the work. It's a very welcome change of which I am glad to have experienced.

One of my fears is money—call me a capitalist pig, but I'm broke. This too will pass thought, so I'm not too worried. I hope to find my "focus" (love that Western lingo) by the end of the semester. I fear Len's wrath. I also fear the salt, but trust in the pepper.

As a previous main campus student, I probably have greater expectations of the program than those who are more familiar with it. I am looking forward to learning disciplines that I otherwise would not have learned without the existence of this program. My only fear is that I will not have the time to master all that is available to me.

This semester doesn't seem to pose too much of an academic threat to me. I am beginning to see the true value to the interdisciplinary approach to learning; I even defended it successfully against a few attacks from other college students from other schools. I'm starting to become an active, thinking member of the swirling mass of intellectuals. Even though it's only my second semester, I'm looking forward to the topics, the discussions and even the papers. It's almost as if I am suddenly realizing that there is an incredible wealth of knowledge here. There are so many people with different views, beliefs, goals and ideals who have so much to offer. There is no right or wrong way to living, no one set path to choose and the variety of people offers alternatives to us all.

I get the feeling this is going to be the "real" first semester of college. Last semester I had one main goal and that was survival. I just pushed on the automatic pilot button and existed. Existence, unfortunately, didn't enhance much as an individual or a student. Yes, my g.p.a. might not look terrible but I feel as if I never even took the courses. I guess my objective was complete rather than comprehend the work. Now, at the beginning of the second semester my confidence is badly shaken but my curiosity is perfect! I feel that the next few months will hold in store huge changes for me—and I am looking forward to it.

I hope to herald this spring semester as a rebuilt; time to reevaluate my priorities. It is an opportunity for me to surpass my present position and enter new, exciting territories. It also is a time for me to reaffirm my beliefs in the things which hold in highest esteem. It is a chance for me to achieve what I have previously failed and to realize what it is I am really striving for.

I expect that this semester I will finally pull my act together. Starting with homework, I'm going to stop procrastinating and actually do my work on time. My eating and sleeping habits should stabilize. NO MORE ALL-NIGHTERS! And more importantly, I expect my phone bill to be no more than 1/8 of the previous ones. Academically, I expect this semester to be more difficult than the last. Term papers are hitting already! However, I do expect the semester's classes to be very interesting and thought provoking. They may even lead to a direction to lean in terms of a focus or major.

Hopefully, this semester will give me at least a little direction toward my future. I feel that my biggest fear is getting out of college in four years without the slightest clue as to what I'm going to do with my life. I don't expect one semester to completely open the door and show me what it is that I want to pursue, but I hope the door at least opens a crack. I would be satisfied and pleased with that.

Architecture

Now that I have fully adjusted to life here, I can put greater energy into my work. Last semester I felt a great sense of community, which made studying and living here very enjoyable and worthwhile. I expect the same feeling this coming semester.

I expect to learn how to ask questions this semester. I want to become more inquisitive about what is going on around me. I also want to be more in control of what happens when I'm around. Hopefully I will be settled in enough that I will be able to jump right into the classes without the first week seeming like an introduction. I want to be forced to do more advanced studying, before it is needed. I expect of myself to be able to conquer all of the mountainous reading that I was so unprepared for last semester.

My hopes, fears, and expectations are very simple. First of all, my hopes are that I will improve myself as a student, not only in grades but in terms of class participation. I also hope to become an active member in a fraternity of my choosing, and to have fun. My fears have become reality; my grades were not what I had hoped for and my roommate and I do not always get along with each other. As for my expectations, I plan to improve my grades and meet more new people, and have a lot of fun, but not as much fun as I had in the first semester.

Coming into the Western Program as a freshman, I had absolutely no idea what to expect. Now, returning for second semester, I know what is ahead of me—plenty of reading, writing and projects to keep me busy at all hours of the day and night. My fear is that I won't be able to get everything done that needs to be done. I will be trying feverishly to keep up and I'll certainly do my best. That is all that can be expected of me! I am enthusiastic about second semester and am anxious to get back to work.

I'm not sure what you asked us to write about so I'll just wing it with my expectations for second semester and short recap of the first. Hopefully the second semester will bring a better array of classes, and material. I hate to say it but last semester I found myself bored with the classes. Not that they weren't challenging or difficult but just in the sense that they were merely reading and writing with a light off the top discussion. I mean I didn't get any depth from the previous classes. I just assumed that Western courses would be deeper or more thoughtful. Pardon my writing and grammar. Thank ya.

When I received my grades from first semester, while at home for Christmas vacation, I was both relieved and uneasy. Relieved because my grades had not plummeted as I had feared, but risen to a 3.5 GPA from mid-term. Uneasy because I fear I will not be able to continue achieving 3.5's and my parents may get disappointed. Grades are not as important as learning or so I have been told, but just the same, parents set levels which must be met, or else.

I hope to be able to accomplish quite a bit more than in first semester and really learn to apply myself. Instead of goofing-off, I hope to put my time to good use and get something accomplished as well as put some bad habits behind. I plan to start doing some sketching and writing again and maybe become involved in the school newspaper as a photographer. This is my semester to seriously get some work done and prove to myself and others that I can accomplish things when I really try to apply myself.

After I "survived" first semester I realized that college life, in particular Western, was not as nerve-racking as I had originally thought. The format was entirely different from the classroom situation that I expected it to be, and I felt that I could become more productive using the lecture-seminar study format. With Architecture, I don't know what my expectations will be because it becomes more challenging as you progress. In Western I hope to increase my productivity and that will hopefully result in fewer all-nighters and a higher g.p.a.

I expect this semester's course work to be even more challenging than last semester's. I hope I can better keep up with daily assignments this semester but I fear I will again slip in the habit of procrastinating everything. I hope the course work for the classes will be more interesting than last semester's.

This semester will be better for me now that I know what to expect. I feel comfortable here at school and hope to learn a lot this semester. I would like to get better grades this semester and feel proud that I earned these better grades.

My hopes and fears for the coming semester include my hopes of finding my natural systems class semi-interesting. I hope I can at least understand what is going on! A second hope I have is to never have to read another article on acid rain! My fears include having such a huge reading load that I will get behind. Last semester it was unreasonable! I also fear anything that has to do with acid rain. (Yuck!) My dreams include having my last semester run smoothly so that I can have a wonderful summer!

I hope to be more involved with the Western Program. Being an architect and on main subtracts me from this. I plan to eat here on Monday's because I just found out that something goes on here (I don't know what). My goals are to read more (all) of the assignments on time and to STOP PROCRASTINATING! I don't have any fears, really, except for the possibility of me not fulfilling my hopes of doing better. So, all I have to look forward to is improvement.

This next semester is going to be one where I'll be able to come closer to achieving my goals. I know what to expect in my classes so I know I can do much better. I am looking forward to my classes and to what I'll learn from them. I am also looking forward to the new friends I will make and becoming closer to the ones I already have. I feel that if I really put forth the effort and do my best that this semester will be one of the best times in my life. If I succeed it will show myself and others that I really can do it right.

This semester I hope to bring my grades up. Last semester I didn't do too bad, but I expected better grades than what I got. I am also looking forward to going through actual process, but I am looking forward to joining a fraternity. I am also hoping to do better in studio. Last semester I did well, and this semester I feel I can do really well in there because of the experience I have now.

I am going to make this a great semester. The last one was good, but I realize now you have to put forth everything in order to get the results you want back. I'm going to work harder to attain the goals I set for myself— outside the scholastic realm as well. So make the most of every opportunity is my goal.

I truly hope the semester turns out as well if not better than last. Supposedly, from what I've heard, things only get better if you "made it" through first semester, freshman year. I suppose it might be a little difficult getting back into the swing of studying since we have not had to do too much since Thanksgiving break. Hopefully all will go well. It's also great to be back and see everyone and talk to them. It's really starting to feel like home except our room shrunk while we were gone!

First semester I was anxious to see if my professors would be good, if I'd like my roommate and how I would adjust. When trouble came with nay of my classes, I blamed these situations. I think now I realize that I have control of myself and using my environment as an excuse won't make things any better. I'd like to try to rely on myself more.

Since I'm through my first semester, I know a little more of what to expect. I realize how important it is to budget time and to complete assignments as easily as possible. I'm going to try and make more time for myself this semester so I don't "stress out" too many times. I'm looking forward to my classes because we are starting something new.

Last semester was a "try it out" period: I decided that since I was here, I'd see what things were like. Although I didn't care for Western classes after a few weeks, I stuck it out, and now I'm glad I did. I believed Western would limit my selection of classes, which, with nine credit hours of work, it did. But in another sense, the interdisciplinary nature provides a unique smattering of so many courses, so I don't have to make difficult decisions between which courses I want to take.

I hope to continue the success I had and that second semester will prove to be as challenging if not more so. I'm looking forward to the new courses because the semester topics appear to be interesting. I hope the readings selected will be as stimulating as I anticipate.

Over the course of this second semester, I am hoping to achieve a better standard within myself so that my work as well as my dedication to my work will grow stronger and become more meaningful to me. Being unsure about the Western Program at first, I was very reluctant to stay with it. But now that I have realized the real benefits of the program, I am ready to become part of it and take it more seriously. I believe that since my attitude has changed, my standards and goals will be set much higher this semester.

I hope this semester we will begin to learn about topics that are more interesting and pertinent to our lives. I don't care about groundwater hydrology of the Miami River Valley. This semester's topic relates more to people and society as a whole. I also hope since I am an architecture major that I will not be missing vital information by not having lab. Last semester some really helpful and important points were expressed during lab (so I hear) but I didn't learn of them until too late. Otherwise, I hope everything else is basically the same except for my g.p.a. which I want to be higher.

I think I did pretty poorly last term grade wise and hopefully I'll do better this term. I thought I had budgeted my time well but I suppose I could have studied more. I'm still afraid that I don't have enough drawing/artistic ability to make it in architecture, but I know now that if I can't do it, life will go on. I feel more comfortable going into my second semester because I know what my architecture profs expect of me and that I have plenty of room for improvement. I'm also more comfortable here at Western because I feel like I know everyone and I'm not afraid to ask for help if I need to. At this point in time many, if not all, my fears have subsided. I expect to do a lot better in all of my classes due to the fact that I now know what to expect and much of the anxiety of the new surroundings is gone. I feel a lot more comfortable and I am ready and looking forward to starting a new semester.

I have a feeling that this semester is going to be much more productive, in terms of grades. Last semester's grades were very disappointing, but I feel that now I am on the right track. I don't have too many fears except that in spite of all my confidence I do poorly. I think this semester will be one where I will decide if my choice of pursuing architecture was a good one.

Now that I have completed a semester in the Western Program, I have gained a basic idea of what to expect from it. The structure of classes where all are there to learn (including the professor) brings the work to a personal level, and perhaps will become a standard system of learning throughout my professional life. Though I do not plan to continue in the Western program after this semester, I value the base it has given me.

The first semester went alright for me. I did not have any trouble with any of my classes. I hope the second semester goes just as well. Hopefully with the knowledge I gained about college and how it works I will be able to raise my grades even higher than they were this semester. The only fear I have is that we will have to write those expectations at the beginning and end of each semester for the next four years.

After completing my first semester at Miami a great relief has come over me. My grades weren't bad and I made a lot of friends. But looking forward the upcoming term a little bit of the jitters returned to my stomach. It's not that I am in fear of failure but because of the need to succeed and outdo my last semester grades. Success is a necessity and a scary thing in itself. I look forward to it and it looks wonderful but what is scary are the steps that lie between my goal and I.

My expectations have changed dramatically since the first semester. I realize now that Western is not like what everyone was telling me. I thought Peabody was a party dorm, but apparently I was mistaken. This dorm takes academics seriously. The RA's are strict and allow very little to slip past them. I'll have to concentrate more on academics, because the classes here are very demanding and allow for virtually no free time. Although this isn't what I had expected, I'm glad to be in such a demanding program that will better prepare me for the many challenges that we face in life.

I don't know what to say. These courses or rather the ideas which they give really excite me. This semester will challenge me to think. I want to expand my mind and view points. I think these courses will do that. I know that with the extra work and knowledge I will push myself harder. This idea of pushing me on to better things is what life is about. I know from last semester if you don't move the push becomes greater.

My expectations for myself for the following semester are first of all to get better grades. In order to accomplish this expect to study much more than I did last semester and get a little less involved with "extra-curricular activities" if you catch my drift. What I expect as far as the University is concerned is to give me the chance to learn all I can in my field that will benefit me in the future. Of course, in order to accomplish this, I anticipate that work will be more difficult.

During this next semester I hope to continue to progress in growing as both a person and a student. Now that my first semester is behind me some of the "jitters" or "butterflies" no longer exist within me. I'm now pretty well oriented with the campus, my dorm and my fellow students. Therefore, my previous doubts have become positive aspects and I'm eagerly awaiting this next semester to get under way. Hopefully, Captain Marble will not come back to haunt the architects of Miami.

This semester, most definitely, will be more relaxed, the pressures of not knowing are pretty much gone. I hope that now I have settled down comfortably into this college setting that I can put more efforts into my work and hopefully get some more creativity into that same work. I hope to accomplish all that I strive for and I feel more confident that I can.

Architecture/Western

My expectations for next semester are high, as I now feel as if I have control over what I am studying. I expect to learn from and enjoy my NS & CC classes as well as my honors seminar. I plan to devote myself fully to the pursuit of architecture, taking #1 priority as it has come to dominate my perspective as a college student. There is much work to be done, and I hope to develop a state of mind conducive to self-discipline and broad thinking about my current actions and plans for the future.

Unspecified

I don't have many fears left regarding school. I did well last semester and so although I expect to work hard I know I will make it through. My preoccupations now are more with regards to friendships. I'd like to get away from shallow friendships. So far it's going pretty well. I have seen a few people break out of the mold that they had made for their character first semester and that helps to make friendships deeper (when you really know the person).

My expectations are basically the same as the first semester. I would rather discuss how my expectations were and were not fulfilled. My main expectation was to meet people and learn from. That aspiration was fulfilled much more than I imagined it would be. I have learned so much out of the classroom from the different people I have met just in Peabody alone. My second expectation was to learn things in the classroom as well. This expectation was also fulfilled, especially in SS I and CC I.

I hope to learn and understand enough material to maintain a good g.p.a. which will hopefully help me in my quest to study overseas. After that I will come back to the United States enlightened and make the world a better place to live for everyone. In the process I hope to keep learning and trying new ideas.

Well, gee Karl, I just don't know what to write having yet to shake off the holiday vacation frame of mind. Unfortunately my first semester has put me in a position where all my hopes, dreams and goals are directed towards getting good grades. Oh, sure, I'll learn something down the line, but that's secondary. I've discovered having a good time and meeting people is a breeze—too easy in fact.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written Early Sophomore Year)
August, 1986

Western

I think my biggest fear that happens to be on my mind a lot lately is that this year can't be as wonderful as last year was. Nothing can compare to the excitement I felt as an incoming freshman who had no idea of what to expect. But I think I'll be better able to settle down to more academic pursuits during my sophomore year if only because I've got my tried and true clique of friends to run to whenever I need help. I hope to be able to decide what I want to graduate as this year. I'm getting a little worried that I don't know what I want to do with my life. I know I'll be keeping an open mind to be aware of what I may want to do.

As a transfer student to the Western program, I have great hopes for a stimulating, challenging semester. My fear is that I will be hesitant about speaking my beliefs aloud—many classmates have such strong convictions. I hope that the rumor holds true that every opinion is at least respected if not appreciated. In this aspect of Western, I'm a little nervous, but I'm not at all certain that this will stop my input. My beliefs are very important to me—I can't stifle them still I feel this scary sensation.

In the course of this semester, I hope to find a purpose for which I can base this course as well as this major for later use in life. The course itself presents the easier purpose for the knowledge of certain disorders/diseases will reap its own rewards. However, the semester as a whole will be in search of a source or focus rather in which some direction can be found.

Naturally, I would like to have a strong academic standing by the end of this term. But more importantly, I have got to whittle down my major possibilities. Once I get a little better picture I will have to evaluate the strength of Miami's programs. I hope I don't fuck up.

Let me first say that I am excited by the prospects of this semester's NS topic. The course promises to be current and interesting—as opposed to last semester's topic. Beyond NS, I have yet to be clued in as to what the CC and SS topics will be, but I hope that whatever they are, that they will tie in with one another and help me in growing both mentally and spiritually. I know this sounds corny, but I'm serious. I really want to get the most out of my education and experiences this year.

I'm a Western student surprised at the fact that I am returning as a Western student. It wasn't because of the "weirdness" that I considered leaving Western, it was because the field of interest I was considering was too rigid to allow the twelve credit hours of mandatory Western classes. It wasn't until I got home for summer break and had established a routine that I realized and became upset over the vast change in direction my life had taken.

Fears? Dreams? Expectations? That's a lot to ask for. I am very happy to be back at Western—at this point, this is where my life is centered. My fears for this year can be basically covered by SOE's. I've grown and changed while I have been at Western and hopefully will continue to do so—but the idea of having to decide what I want to do with the rest of my life is frightening—it always will be. Expectations and dreams? Probably to continue to grow as a person and to learn...

I fear my six plus hours of non-stop classes on Tuesdays and Thursdays. I fear my personal life will overwhelm me and affect my class work. I hope I can get my shit together soon. I expect to. It's good to be back at school, and I fear the Alex dining hall diet once again.

This semester is to be my first solid Western semester. Last semester was my first, and due to some strange details, I didn't quite feel a part of it. I hope to give myself a better idea of what I'm good at, and what I am only capable of doing. I hope to enjoy myself. I hope to feel more comfortable in class and outside of class. I expect some wonderful classes. No class seems awful, so I expect each to be relatively interesting. I expect to learn a lot.

My expectations are a little different from last year. Last year I hoped to meet new people and form new relationships. I also hoped to enjoy a different kind of educational experience. This year my expectations are similar to last year's. This year I hope to branch out on my experiences of last year. I hope to strengthen the relationships that I formed in the first year. I also hope to apply myself more in my studies.

I hope to really challenge myself intellectually. Think more. Involve myself. Keep up with the reading. I want to push myself, to keep growing.

This coming semester...hmm, again faced with defining what I want. Is that an easy or simple thing for anyone to do, especially off the top of one's head? I think not.....Basically, the things I expect of Western are the same as they have always been--now, however, knowing most of my professors to a comfortable degree, I would like to continue the bonds in not only the academic but more personal sense. It is very hard to find knowledge and personal discovery in atmospheres that are uncomfortable or tense.

I am still filled with the joyousness of the spectrum of topics chosen for Western classes. I find much hope in the structure of the course systems, and they do really seem to become more and more interdisciplinary as the semester's pass. Personal fears involve primarily a fear for the new freshman class. It seems that a large number of freshmen have enrolled in the program for purely practical reasons, with the growing demand in the overly demanding job market, for a thinking person's degree rather than the idiot's specialist degree. There seems to be far less idealism now, and it is idealism which holds us together, and provides a little light at the end of the tunnel. A little idealism--a little art, a little music, a little hope.

I fear the new color tv in my room and its constant challenge to my reading assignments. I fear noise and its disturbance of my lifestyle, noise from my roommates, from music, from hall residents. My goal lies in finding a focus. Narrowing in on my plans for years 3 and 4. Which path to take; which door to open and whether or not to go for a huge potpourri of opportunities or put down my foot on one path and walk it to its finish before walking another. Before I start walking I'll need to prepare supplies and that's as big a decision as what path to take. Which courses, what language if any, how much fun, how much work. Are voice lessons really necessary?

This semester is going to be my emotionally unstable semester. I'm finally beginning to find my focus, but now I have to start narrowing in on it. That in itself is not only a frightening process, but a terrifying decision. I hope that I can take my enthusiasm for this program and use it to show others what it's about. I want to share with them my dedication to Western and hopefully they will come to appreciate it also.

As a sophomore many of my hopes (and fears) center around the first-year students: hoping that they will bring a new flavor to Western, yet not radically alter the atmosphere that is here. For myself...better integration into my surroundings, a purer merging with the academic and social life at Western. Oh yes, and to successfully complete that terrifying task, the development of an SEO. To get some sort of handle, no matter how tentative, on what I want to do.

This year, I have an entirely different fear than last year. In my first year, I simply wanted to adjust to the Western community, college classes, and college in general. This year, however, I have a giant, nagging fear--what am I going to put on my SEO?! The problem isn't that I don't have any idea what to do; rather, I have too many. How can I temper some unrelated fields into my last two years of school. I think that to be able to grow in myself, to see who I am, as well as what I am going to do; these are my primary goals for this year.

It seems to me that for the first time in my career as a student, I really have the desire to learn. Over the summer I was working in an atmosphere of people who, for whatever reason, didn't have the opportunity or the luxury of obtaining a college education. It became very clear to me how important my four years here really are, and how I should make the most of this time.

This year I will find the spirit I lost last year. No easy task, but I am optimistic. George Stein has returned, and in my mind George is the Western program. A good educator is a bizarre combination of Intellect, Eloquence, Intuition and insanity. When these elements are properly combined in an instructor, the mind of the student becomes a magic, ecstatic place. I once heard someone say that a good teacher is like a good bowler, in that he (she) sets the student's mind in motion, and awaits the inevitable salutary results. This year I will find that motion, that passion. The Commitment Lives!

I am looking forward to learning about very interesting topics this semester. The classes so far seem that they will fulfill this desire. I feel although I did academically well last semester, there was a lot more that I could have learned. And I realize that it is virtually impossible to learn it all, but I want to take in as much information as I can. I had a good summer but I am extremely excited for the intellectual stimulation that I have found Western to possess. This will be a great semester!

I am very excited to be back and I hope to have as interesting and as enriching of a semester as I had last year. I'm really not too afraid of anything this semester. If I made it through the last one, this one should be easy! I know that I will learn a lot and I am happy of that—being a transfer student opened my eyes to what an incredible program this actually is! I want to have fun and to grow as a person and as a student—none of which I feel are too much to expect from any Western College Program class.

Really excited...even more so than the past semesters! Courses seem to be really interesting, and relevant, just to life in general. I expect to have my eyes opened even more, but hopefully, I'll be able to do some eye opening for others, as well. I feel more confident than ever, so I'm going to "let go," in a sense, and throw myself into readings, discussions, etc. without the fear of not understanding nor misinterpreting things. Semester seems to be easier just because I know what I'm doing, what's going on, and, more importantly, because I've got a lot of personal interest.

I hope to challenge my mind to limits of creativity, to reach beyond my previous intellectual stimulation. I want to go to the very edge of my intellect and break the wall down and go further. I do not want to worry about grades or evaluations but about growth and newness. I want incredible stimulation of the mind without stress. I want to meet my classmates and their minds with my whole self. And I am going to do it.

I hope I like this university better than the previous one I attended. I hope I become more involved with the topics, the students, the discussions. I hope the class personally affects me, changes my opinions or just alters them. My fears are the usual fears that I am not smart enough or bright enough or organized enough to handle such an involved course. I fear that I may be inadequate or maybe just average. My expectations are high—I expect that this course will be what I want, because I have the motivation right now to make it happen.

I hope that first of all I can motivate myself to get the work done. WCP courses are demanding and challenging. They aren't courses where all you have to do is pay attention in class and do homework. Those do help. We must do more. We must participate in class discussion and case conferences. A sort of forced participation. Like force-feeding, being forced to participate can be painful. My fears or dreams I won't have time to share right now. Save those for another day.

A busy semester, maybe too busy. I like participation, but, as a friend told me it is nice to get involved, but it is easy to get swamped. I hope that things work out along those lines. I anticipate some stressful days (and nights), but I suppose those are sacrifices that must be made to be involved. I also hope to get to know some of the people here a little better. It seems that we have a lot of different people with a lot of different personalities, and I would like to get to know them. A few goals I have are questionable, and I am anxious about whether they are attainable or not. Overall, however, I am looking forward to getting involved and keeping busy.

This semester I hope to do better academically. After a poor performance in my last semester, I think I can and need to try a little harder with my studies. The time is there but in the past it has been wasted. I would also like to meet new people—the freshmen seem to have a lot to offer and as always new people mean new ideas. I also want, and need, to find a focus or at least realize a direction in my studies.

I'm a returning sophomore Western student this year. This is the year I hope to resolve many future concerns of mine. I expect to work even harder this year, and to learn in a more intensely interdisciplinary manner since most of my 14th grade peers are returning also, meaning that together as a group we should get to work better together. For me, personally, this is the year I have to really decide what my major is going to be. I plan on continually talking with my advisor and other faculty members about my plans for the next three years. My main hope for the conclusion of the year is to spend my junior year either abroad or away from here in a program such as Santa Cruz (Cal.) or Madison, WI.

This coming semester is going to require a lot of work as far as credit hours go; so my one goal is to excel in grades and give and take as much knowledge as possible to improve my mind.

I am excited about the upcoming semester. The courses sound interesting and challenging. I am looking forward to working with instructors whom I enjoyed meeting last year. Academically, I'd love to make the President's list again, but sometimes the work is overwhelming; and there's so much more to learning than just grades.

This year promises to be an exciting one. As a sophomore, the old fears of leaving home and strange roommates are replaced by confusion as SEO's enter the picture. The classes this semester offer me the opportunity to look into fields that have intrigued me...ethics. I'm excited and hoping to get involved in Western as a program involving a community rather than just a major. I hope that this year will result in a focus for a senior project.

I hope that through the Western Program I will be able to find my own niche in Miami life and gain a better understanding of what I would like to do in the future. I spent last year in a major I disliked and in classes that I feel didn't benefit me as much as they could have, so I am hoping that Western will be more in tune with my personality and needs. I am expecting to become a much better speaker and be able to discuss topics much better by the end of the year. I also think Western will open my eyes to the world going on around me. My biggest fear is having this year be a repeat of last year which...

This is the year that I hope to use my course work (past and present) to form some guideline concerning a focus. My fears include a nineteen year old kid making the wrong decision and what happens to him during the next forty years of his life? What if he comes up with no conclusion at all?

Hopes—I hope that these Western courses show me to learn something valuable or at least interesting. Fears—I am afraid that the sophomore courses will be much much more difficult than the frosh (I don't want to get buried). Dreams—I would love to be able to achieve the discipline to excel in MCP. Expectations—It's going to be a good year.

Have hopes that this program is beneficial to me. I am looking forward to my courses...they all seem so worthwhile. I need to find somewhat of a focus this year. I really have no defined, single interest. I want to grow and experience. That is all.

My biggest fear now, as well as my greatest hope, concerns career choice. Last year showed me that I'm capable of accomplishing a great deal, if I am interested in it; my problem now is clarifying my interests. I keep hoping the perfect career will just plop down from the sky, but it hasn't happened yet. This year I intend to focus my energies onto actively searching for goals in life...

I hope to study the ethical structures which surround me through the case conference. I hope to further my research of the Aids dilemma. I am counting on this semester to be a truly learning semester with an emphasis on research that I want to do.

I expect this program this semester to provide channels for opening new avenues of thought. I've already begun to see the world in a different light and I hope that it will continue. I dislike the same old rhetoric and tunnel-vision thinking that I heard before entering Western last year; I don't want my education to be stagnant this year. I'm also looking to this year as a time for me to discover and be comfortable with myself. I've got a lot of things to learn yet.

Expectations again...this semester, this year is a year of decisions. Along with being a sophomore comes having to make up one's mind about certain goals in life. I hope that I will come to some conclusions. Conclusions, goals, these are my hopes, fears and expectations. There are so many what ifs...last year I was worried about meeting people. What happened was that along with those people, I met myself. I have fears of losing that self that I discovered. I am worried about making the right academic choices. Worried about grades and failure, worried about concentration. I hope that I can write an SEO. That is a big fear. I want to be good at what I do and want.

Over the summer I have gone through much...shall we say. Spiritual growth. Spending time thinking about what it was I really learned last year. And it was great (but extremely scary) to reach the realizations that I came to because of the Western Program. I hope that the solid foundation that I have built in my mind will continue to expand, but I fear in a lot of ways that the atmosphere on Western, in the people is getting too far out of touch with what is really going on. A lot of minds are too caught up in...

I'm generally feeling very positive about the coming semester; the amazement over classes, teachers, people is as intense as that I felt as a freshman. I'm so surprised and happy by the way things tie together here; the courses this semester almost feel like an extension of last year's. I think I'm really ready to jump into life not only at Western but within the whole university. Many of the ideas and issues we've been exposed to here are now prompting me to get out and involve myself in larger political and social (as in society—not sorority!!!) organizations. I'm extremely excited about my career at Western and the course in life that I shall take when I leave here.

My hopes for this year/semester are primarily concerned with becoming serious about my academic course work. Although my grades of last year were only slightly satisfactory, I feel that I was not as diligent/studious/serious enough about studying, and therefore didn't learn as much as I feel I should have. Although my eventual goal (as realized in the senior project) is a broad understanding and synthesis of all the course work, for the present I hope to "merely" teach myself the discipline and allow my natural curiosity to master the details that make up the broader picture.

I hope for community, but I desire solitude and a self-concept which will allow me to return to the "real world" in May and leave behind the security of the Western community. I desire success in my actions and, if anything, I fear that I will reject the community in order to strengthen myself.

What I would like to receive from the Western program is an education that will first prepare me for life and secondly satisfy my desire for knowledge (maybe a better word is wisdom). I am excited about the program but worry about bringing it all together by graduation. (This is my first year in the program.)

Western & Architecture

The only thing I know for sure will happen this fall is that the leaves will all turn yellow and brown and red and light up the whole side of the hill in front of Peabody. I look forward to this tremendously.

I really hope that these classes have the power to hold me here. I've thought a lot about being back in school and not knowing if I should be here again. I'm hoping that they hold me here and keep my interest in schooling. I've been told that this will be my most difficult year and if I make it through the rest will all flow along. I hope to see myself back next semester.

Now that I know what "Western" is about, I expect this year to be able to relax and enjoy the classes more by getting involved in participating during seminars instead of sitting back and thinking my views aren't intellectual enough. I hope that with a new involvement in the courses, my interest will also encourage me to keep up with the reading assignments. Last year once I was behind in the class I wouldn't understand what was being said which only reinforced my feelings of "Why Try?"

Now that one year has passed I find many if not all of my fears fading. My desires are, for one, to raise my grades and to try to get myself to really sit down and do the work given to me. I also feel my role in the dorm has changed. Now that I am an upperclassman I feel I have to set a good example to the freshman and help them out whenever I can. I hope that this year goes very smoothly and that I can do what is expected of me.

Fear. I do not want to have a year like last year, academically, that is. I started out last year with a positive outlook, but soon lost it because of too much of the good life. My standards fell and I started not to care, which was a big mistake. This year I am going to start out with those same high standards as I had last year, but I am going to do my best to keep them there.

As a freshman, I entered Western with one thing in mind...surviving. I survived. I passed my courses, got my credits, and everything was hunky-dorey. Now as I look back, I see I could have done much more than surviving. I took up Western as a minor and this year, as well as next, I hope to be able to apply myself to the point that I can really get something out of Western, not just a grade. Second year architecture is a more rigorous program than it was last year, so I think I am really going to have to apply myself. Here's to Western. Cheers!

This semester is going to be a deciding time for me as far as whether or not I am going to continue in the Western program. I enjoyed last year, but as I look through the Miami catalog, I see other courses I would like to try. Unfortunately, most of them are precluded by my ARC courses. I look forward to what I will learn.

With a very heavy schedule this year, I hope I will be able to survive academically and still enjoy Western as I did last semester. I felt a great sense of community with my own class last year as well as the others. I hope we can make the new freshman class feel as at home as we did.

Other

It is my hope that this program will allow me the opportunity to develop a more individualized philosophy (a personal one) and afford me an opportunity to eliminate from my lifestyle the "frigid" atmosphere of most academic "regimes." I'm tired of simply absorbing information only to spit it out again for a grade and then forgetting what I "learned." My greatest fear is not having time enough to accomplish all my work or for participating.

I happen not to belong in either the Western or Architecture schools. I am taking this as a university requirement. I belong to Fine Arts as a Theatre Performance major. I hope to gain more insight to what I feel towards an issue. As in the past if I was asked about an issue regarding a current issue and I had no idea about I had a non-committal attitude with it. In other words, I didn't care. I feel I must start caring if not for myself but for others.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written mid-year - Sophomore Year)
January, 1987

To do well, I'm taking a lighter load this semester, so I can focus on my Western classes. The classes this semester seem really challenging. I am always intimidated by NS. I'm really looking forward to CC. The creative process has always interested me -- how people get from an idea to a finished product. Sometimes I feel guilty because I'm not taking more classes; everyone else is pushing themselves, and so should I. I think, though, that I will be able to do better and learn more and be able to have more time for other things.

I think this semester is going to be difficult. I hope to do better than I did last semester. I am more interested in the topics of the Western courses this semester so I hope I will be able to do better in them. This is kind of a make or break semester for me academically. I plan to work a lot harder than I have in the past.

My expectations for the coming semester are similar to those of last semester; namely to learn more by studying more and with more organization and planning. I'm not as interested in the semester's topics as last semester's, and I have grave doubts about the legitimacy of the CC II course. However, I'm holding my breath and giving them all a temporary "benefit of the doubt." My "main-campus" classes portend to be interesting and extremely relevant to my imagined focus, the development of which I am concerned but not too overly worried about.

My hope for this semester is to further clarify my interests and academic strengths -- as I approach SEO time, I need to have an accurate assessment of my strengths and weaknesses. This past semester, I finally decided on a tentative focus, but it's still ambiguous and unclear. I need to be creative -- maybe CC will help! -- in exploring all the options within my choice. I don't want to be constrained by the conventional approach. I want to feel that I am controlling and developing my own life.

Expectations -- to work very hard, not necessarily out of choice. To survive, more a hope than an expectation. To tie up the loose ends of my focus and focus it even more. To decide where I'm going to be next year and what I'll be doing. To think a great deal about my senior project, life, and meaning -- this is just something that is probably unavoidable. To learn to work in the advisee capacity with a Western advisor in a way that does more than allow me to complete a senior project. To test my own potential through the sheer magnitude of work that I think I'll be doing.

Expectations: Expect to finish SEO, have behind me before the semester begins to load up with assignments. I don't expect to fit all my course selections into the SEO and that's depressing, for another year would make for more electives, and I'd feel like I got my \$'s worth, at least I'd be able to do more things I wanted to do, not just the things that fit the SEO. I want some snow, too. This "Indian Spring" is hung between fall and dull. I hope for some snow.

Fears. Hopes. Dreams for this semester. A recurrent theme here at Western. Probably SEO is my biggest academic fear. I want to complete an interesting and useful program of study, but I can't seem to narrow my interests enough to focus on post-college opportunities. Jobs. What will I do? Grad school? After that, what? What if I get a job I'm dissatisfied with (and make sentences that end in prepositions)? A permanent scholar is my safest bet. I'll get a degree in everything to assure myself of future happiness. Everyone seems to know what their focus is but me. It's so much pressure. Not to mention, dealing with personal life activities.

I expect (as this is my first semester at Western) that I will have many opportunities to hear from other students and be heard in class. I hope to develop more of a personal relationship with my profs than I have in the past. I'm afraid I won't be able to handle the different style of education I know I will encounter as well as the reading and writing load. I also hope to cement the friendships I've begun to develop with the people I'm living with. I hope I don't hit a slump half way through the semester (like usual). I also hope I can become more secure in and confident of the area of focus I'm considering.

My expectations have changed since the first few times I participated in this exercise. By now I have gotten into the "swing" of things in college life. I am now trying to focus my energy and attention on a certain field. Before I was just trying to cope with all the new things. Now it is important for me to find myself and realize what I want to do with my life. I think that it is going to deal with something in the field of education but I'm still unsure.

More hopes, dreams and expectations. First of all, I'm hoping that I can handle 19 hours. In a list ditch guess for a fine tuned career to focus in, I've added a course a two to help guide me. At least I hope it guides me. Karl was right, though, my outlook has changed somewhat since August. Back then I was scared to death of the SEO and everything it represents. Now, however, the only thing that really worries me is not filling out the SEO, rather, putting down the right thing. Back in August, I was lost with no idea where to go. Now, it seems someone has turned me around pointed me in a direction, and said "all right, kid, you're looking the right way, now find all that you need."

It's expectation time once again. This time, SEO's are really upon us and it's time to start thinking at least a little bit more seriously about what we're going to make out of this life. I anticipate this semester that a great light is going to come out of the sky, bearing with it a message of who my advisor is going to be along with a focus because I surely don't know yet. Hopefully Mary's (and Muriel's) CC course on creativity will open up a few rarely used channels, possibly checking some light on this what-am-I-going to do anxiety.

Dream to become (or develop what is hopefully within me) an expressive, sensitive, compassionate dentist--no, not dentist, but some kind of artist. I expect to finally commit myself to my education -- to be an active, perceptive, concerned learner. I have a kind of low key excitement, now, because I fear this semester will require a lot of risk taking - am I ready for this? I need to express a lot - just need to find, somehow, a suitable (to meet you) way to get it/let it out! I hope to come to know myself more, and with new knowledge, to apply this to my studies. I am very afraid of the future - I know I'll not be poor or out of a job, but it seems that this semester is the time set aside to narrow my interests, perhaps my goals -- I'm hardly aware of these!

This semester I am going to sleep more. I expect my seminars will be very different because one or two very overbearing people that are in them. Yep--No time for anyone else to speak. How can you politely tell someone to shut up? Lord! My other classes are what's keeping me going this semester. Beginning to lose interest in the Western format--I am ready for choices of my own. Feel I have no TIME to take all the classes that I want to...in the next two years, I hope I don't lose my mind and that I can learn how to deal with problems at home, while still being removed from them.

Oh boy, I hate these things! Expectations? The courses look very good so far, although overcrowding in seminars really detracts from what we can do. I'm hoping that I'll learn to be more interdisciplinary and multi-faceted as a person--in other words I don't want to lose myself in books like last semester. I want to balance my life with different kinds of learning like free reading in the library and working out and walking in the woods. I want to get 100% of what Western has to offer me. As I'm getting older I see how important it is to never let information pass me by. Western is still a pretty big part of my life right now.

This semester is probably the hardest to come--after three semesters of relative certainty about my future, I'm suddenly aware that I'm totally lost and unsure of what or where I want to be and what I want to do. Everything seems OK, and nothing stands out as great while at the same time being realistic. Academically, I'm not carrying a heavy load--only 16 hours, but I anticipate them as being the toughest 16 hours yet. I'm going to really sweat over these grades. And I really have to look at what classes to schedule for next year soon--which means, finally, decisions--relatively permanent ones, about what to do with my life. Aargh. I like my classes--the topics are great, the professors are great.

The strange thing that hits my head immediately is how specialized everything has become in the field of my own interests. What I mean by this is that three years ago there would be no way I could have seen myself focusing on something like millennial gnostic literature of specified cultural areas. Things are changing drastically, becoming a little more serious and maybe even say dignified all the time. My classes in Western don't actually excite me that much, except CC. I think this is because of my learning more about my true interests. I enjoy abstractions and theories far more than applied politics or history. I prefer cultural studies and literature, and studying the art movements within those. I can see that being my Senior Project. Combining sociological theories with cultural studies and literature. I've become more positive...

Expectations--again. Well, I'm getting more of a sense of what I want to do, what I want to concentrate, my goals toward, although I'm still having trouble coming to any concrete decisions. I guess my main goal for this semester is to make some commitment to one of what has been competing interests up to this point. Did that make sense? I'm hoping that the courses I am taking now will help me merge competing interests into a whole. Hopefully, that is what the SEO will do. I guess most of my expectations are towards a narrowing and focus of ideas.

This next semester I plan to keep my grades up and not really worry about next year. I basically know what I want to do with my life, so this semester I want to have fun and enjoy my friends. Last semester was rather stressful at times and I hope that everybody has gotten themselves together and hopefully everything will run smoothly. My one big hope is that my friends will learn to come together and not disagree on things like last semester. I want everyone to be happy...

It seems like at the beginning of every semester I say that I'd like to find some focus on my future and I will write it again--I'd like to find some focus on my future. I'm looking forward to my semester's classes in hopes that they'll shed some new light on my future, as last semester's classes have. I expect myself to take many new risks personally, socially, academically, and as an employee. I'm afraid because it feels like I'm finally being forced to grow up and it's risky. Although I expect to figure my future out, I'm feeling down because I know I won't. In a way, I don't want to because that will limit me.

Dreams, hopes, expectations. I dream dream dream what do I dream of one day I'll be able to write well, I dream. I hope that all my bills will get paid, that I'll be an RA, I think; that I won't develop an ulcer, that I'll be able to enjoy the National Guard. I expect to learn a lot. I like the courses. I understand them better than I did last year. Last year I was so uptight. I've learned to relax; one must relax to do well. My mind has gone blank -- My SEO -- well I feel behind because I missed last semester. I wonder if my goals have changed because of all I've been through. Do I still want what I used to think I do. The SS class has started me to thinking about...

I hope to do better this semester school-wise. I hope to learn to sight read on my instrument so that I can go to music school in the summer. I hope to see a good movie every week at Gaskill--my knowledge of German and Italian films in particular is sadly deficient. I hope to get some really good drawings done too. I would like to finish reading Hemingway's books -- I have a few more to go. I hope to solve the problems I'm having in my relationships one way or another -- as long as it's the right way for everyone. I have some sculptures I'd like to do but I never ever got around to starting them last semester, so we'll see.

This semester I'm a lot more comfortable than I was last semester. I feel like I know what to expect, which in a way is bad because it limits certain aspects that I am open to. I expect to decide a lot of things about my life. The classes this semester are such that I feel I can find my own specific angle in each one. In a way, they seem tailor-made for me. I fear this means I'm blocking out other possibilities. I expect to be challenged, to be given the "rite of passage" and to really be pushed. I think I'll hate this once it's happening and love it when it's over. I expect support from the profs this semester. I didn't know enough to expect it last semester. I think the SS class will be incredible.

I'm just beginning here in Western and perhaps for that reason, I'm expecting a lot. Thru these classes, I hope to gain a better outlook towards interacting with people. Through the small seminars, I hope to better relate to the people and situations around me. Through the small groups, I anxiously anticipate the learning through the interaction of such small numbers. Compared to the large classes in main campus, the seminars open up more room for independent thinking and discussion. The choices of the classes are also a definite plus.

I hope to finally get my act together and start getting into my focus. It's taken me quite a while now to determine what my focus is to be and I really think that I've finally come to a conclusion, or a beginning as the case may be. My greatest fear is that I will get two or three semesters in and once again change my mind, then where will I be? Granted 32 hours isn't too hard to accumulate but I really feel that I want more than that to really specialize in my focus.

I hope that this coming semester I will be able to expand my capabilities as a student (that is, an observer). In the past my experiences have been limited to very narrow ones in scope--philosophy, etc. In order to gain a greater understanding of what this world is about, I hope to...

Things seem to be coming together a little bit better now. At one point last year, I wondered whether going through the Western Program was actually advantageous for me and my plans for law school. Now, I'm a little more sure about where I'm going, and the Western Program seems to be fitting my needs adequately. My only fear is that the junior seminars offered next year will be too limited. I want a good SS related junior seminar!!!

I hope I never have to do this again! I dream of going to sleep--but I know better. I expect--roommate conflict; SEO hysteria from the frosh; lots of work; extracurricular activity; lots of writing. I wish--that the WCP profs would realize that we can't write 70 things at once; that the WCP staff would realize that by forcing us to do so much work they are stifling our ability to be creative and our chances to study things on our own and of our own choosing rather than in their areas of interest which are getting pretty boring to us. All of the courses seem to revolve solely around one topic...Aughhhhs!!! Gene--material culture; Bill--economics; Mary--women's studies; Karl--psychology(development); Nancy...

This semester I hope to gain a keen insight on what exactly is taking place in Central America and what and how extensive is the United State's involvement. I am very excited about this SS class, not just because it will be so interesting but also because we will get first hand--Jennie Lincoln.

I hope by changing over to the Western Program, I cannot only come out a more educated person, but someone who has learned something about myself and the people around me. Grades do matter to me, so I hope to do well, but, most of all, I want to be able to say that I've learned something.

Well, another semester has started, only this time the moment I've been dreading all along--declaring a focus is here. This isn't getting easier, as they promised it would and I'm not a whole lot closer to knowing what I want to do. I'm hoping this semester will bring with it some fantastic enlightenment. Laugh.

I hope to learn at least as much as I did last semester with at least the same GPA; anything above these goals is added incentive with my future endeavors. I gained so much knowledge from my first semester experiences on Western--this truly was the right step for me. This semester I have 18 hours--6 hours outside Western. Already, the literature classes I've attended have, as per usual, fallen short of Western depth. Yet I find myself--thru the Western experience--adding my own interests and observations to the class discussion readily and without hesitation. The facilitated discussion in seminar has broadened my participation in a main-campus setting.

Everybody kept telling us how hard the 2nd semester sophomore year would be--how the staff tried to almost kill you in work. Needless to say, I had some apprehensions! Um, after a few days, the classes look great. I'm finding that each semester I am becoming a better student and as scary as it sounds, I'm beginning to try to schedule how and when to do the work/fit it into my schedule, instead of the usual trying to find excuses not to do it. Also this semester I am excited to end the core classes. Last year I needed the freedom but now I'm excited about acquiring a purpose and working toward a goal.

My hopes for this semester are greatly varied. My first is that I survive the semester since I'm taking 20 hours and working between 10 and 15 hours per work. Another hope is that I will enjoy my Western classes as much as last semester. I would like to see a few changes though. For example, I wish the grading would be discussed at the end of the course, because many people had questions about the grades they received last semester. Even though we're given the percentage each project in the class will be worth, it is often difficult to determine how you received your grade. I would also love to see more group studying--similar to that near mid-terms and finals.

Hopes, expectations...I expect to work my butt off in at least one or two fields relevant to my major and/or minor. I am planning on majoring in Creative Writing with a minor in Film Studies or Environmental Studies, but unfortunately I could not get into the CW class I wanted, even after forcing, and FS was also closed. I've opted for a musical elective this semester. If I am here next semester I would get into some type of writing course, preferably CW (short stories and poetry). I might be at Santa Cruz or England or who knows where, next semester, so that will have to wait. So that's my intention for a major. I hope to increase my level...

I should hope that these courses prove to be useful in my line of study. I am uncertain whether I will remain here for graduation. I am basically uncertain about the diversity of Miami's "electives" and seem to have difficulty finding courses which seem to be significant to my line of study. I should go somewhere else next semester for diversity that I think I want. Marine biology is not just around the corner.

One of my biggest fears this semester is beginning to learn a skill. That may seem sacreligious considering the entire premise of Western but I think there is more necessary to education than knowing how things work, how the pieces are related and systems dynamics, etc. etc. I'm looking for a little stability and not so much celestial musings. I'm looking for a niche, you might say. As far as hopes, I want to explore myself and my interests and I hope that I continue to discover more and more.

This is the semester in which I wish to start to get a macro view of my education. I've gone halfway (almost) through my undergraduate years and can look back on as much as I can look forward to. It is time to try to really have a picture of what I'm doing (not the sharpest focus, but a vague, blurry image).

Being my second semester of my second year, I am beginning to see my college years passing by quicker than I wish. At this point I am filled with uncertainties of my years to come since I must begin to focus myself. That, I guess, is my main goal so to speak. My expectations are that I hope to find the guidance as well as learn and observe as much as I can along the way.

Dear Karl: I'm coming to grips with what I think will be in store for me in the future. My dreams are to achieve professionally what my focus will be this next semester will be used to re-examine these dreams and goals and explore new ones. I'm realizing the potential of the Western program and am hoping I can shape the best possible way for my situation.

I'm new to the Western program this semester so I really don't know where I stand. The past few days have been exciting. The atmosphere of the class is exactly what I was missing in main-campus classes. I'm communicating!!! It feels great! Also I'm a name and a face, not just a nine-digit number. I've flown through the readings, where I used to struggle. The topics are interesting and I feel that there is a reason to learn about them, because it's relevant to today. My expectations for the semester couldn't be greater. I'm so excited to be a Western student.

Hopes, Fears, Expectations and Dreams. Fears...Well there is one fear I have about the upcoming years and it is getting the classes I need. My recent experience with the School of Business and Department of Sociology has led me to believe that the more I need a class, the smaller the chance I have of getting it. Hopes and Expectations...My hopes are high and my expectations are higher. I found a focus for my education and now feel that every step I take puts me closer to my objective. The steps are more real, visible, and important but above all more cautious. I am now starting down a...

I want to relax. I want to give up the huge responsibility for others' actions and reactions. I need to free myself of excess, distracting baggage and take responsibility solely for my own life. I want to enjoy what is going on around me at the moment rather than in retrospect. I want to be entirely comfortable with myself in the present. To enjoy the time I have now, to live deliciously in the moment at hand are hopes I must accomplish if I am to survive my life of high sensory stimulations.

I'm looking forward to the challenging subjects of this semester's classes. I think NS and SS will be especially valuable as far as learning techniques and subject matter. Personally I hope to work very hard again but always be challenged to do a little more than I thought I would be able to. I feel that I am fitting into the Western Program better now than ever before and hope to continue strengthening friendships which emerged last semester. Most of all, I hope to develop a strong basis for my SEO and a good understanding of what I will be doing for the next two years.

My expectations for 1987 include high hopes of defining an SEO! What a nightmare! Will I be able to write one? I'm eagerly looking forward to my classes this semester. In general this semester is filled with more hopes than fears. And more anticipations than anxieties...I guess I'm just excited by more courses and have decided I need to have confidence in my academic abilities so that I can tackle any and all challenges of my sophomore year, second semester. I can't think of anything else much. I just see broad open horizons where the sun's only beginning to rise on my academic and personal development. I hope to learn more about what I personally want to get out of life and what I want to put into my life. I plan to have fun!

Expectations for this semester and next year include my plans for next year, which are contingent on several factors which I have no control over, making me a little nervous. I am not too worried about the SEO, which seems to be a major concern for a lot of people. I have an idea of where I want to go and what I want to do. It is only the choice of paths that is confusing. These decisions require time, and it seems that time is moving too rapidly for my comfort. All in all, I am confident in my endeavors. I only wish I could know how I am going to go about "endeavoring."

I think I have finally, finally, finally found my niche and decided what I want to do career wise. Actually the direction I'm pointed in now is I think where I've wanted to be all along, but because of the powers that be, denied it to myself and tried to focus my attentions elsewhere to no avail, so now I can finally start figuring out what classes I need to be taking and get on with my life as it were. How does Western fit into this? I'm not sure actually.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written Early Junior Year)
August, 1987

Hopes, fears, dreams & expectations. One expectation is that in another 2 years I won't be around to type this paragraph anymore. At least I hope so, although I've never dreamt about it. I hope that Miami will decide to offer the courses I need to fulfill my focus. Now that I finally have one in mind, I do not want to have to come up with a new one. I don't fear anything right now, surprisingly. The big thing is my classes not being offered; if they are I think I'll be fine. I'm not worrying about a career - yet. That will fall into place later, I expect. Now, I'm concentrating on this year. I think I like my classes, and after this summer I feel ready for a challenge. I hope main campus classes as bad as I've been led to believe they often are.

In this coming year, I hope to develop a strong foundation in my field of interest, botany. I would like to expand my interests toward areas of art, writing and music. I expect to work hard and learn, not necessarily get "that 4.0" but become more knowledgeable. I've really begun to discover what "learning" is and I would like to share what I know with others. I'm scared that I only have two years left with people whom I've grown to know, love and depend on for both personal support and academic criticism. I know that, this year, there will be a closer bond between upperclassmen and first year students. I want the program to continue and I'm willing to do all I can to see that happen.

My expectations haven't changed too much since the last time I did this exercise. But just to be cooperative, I shall express them once more. I hope to have a better year academically - last year wasn't too good. Hopefully, a better year will improve my outlook on other aspects of my life. I feel that time is passing me by and that I'm treading water in the sea of knowledge. With some luck I can find the path that is best suited for me. I fear spending four years in this program without finding out what I'm best suited for. I hope the football team has a good year so that all the

I am afraid I'll fall asleep towards the end of these marathon Jr. seminars. I'm also hoping to learn a great deal in this area which relates closely with my focus. I expect to have one lively seminar. We've a room full of talkers in Nancy's seminar who won't hold back. Yesterday I felt hyper, today I feel tired, maybe soon I'll feel like a third year student. Will that be good? As always, the challenge lies within us. We are the keys to our own successes. And I'm not afraid of that, nor do I expect a half-assed effort, I only hope for something to come into my head to write about because I have three minutes left and am stuck with a blank mind, like this seminar, 3 hours left and one big bank semester. Not to mention ten books to look forward to. Light load.

My SEO is like the desert; constantly shifting. This semester I hope to sample courses from my areas of interest around the university, an opportunity not well enough provided for in my first two years, I feel. This year should be a time of strong identity "formation"; my new living arrangements should give me extra time for myself and my studies. Intensive reading is on my agenda, about what is my obstacle. I hope my class can stay in touch with each other better than previous upperclasses have seemed to; this will take a special effort on each junior's part, including myself.

I am so motivated for this semester. This will be a challenging semester as I have 16 hours of western. I'm trying to remain positive and not feel overwhelmed by all the work. The classes described sound incredibly interesting. My expectations for these classes could only be positive. I hope that I will utilize my organizational skills and get the most from each class. I also hope to get more involved with the community aspect of the Western Program. Last year I learned so much from my peers and I expect to learn even more this year. I hope that I can also contribute to the community and support my peers in group projects and activities.

I'm really excited to get this year rolling. I'm extremely happy to be back here at Miami with all my friends and cohorts, I must admit I am a little worried that study time may be limited - I want to find out what kind of classes everyone else is taking and find out what they're learning. I'm really looking forward to my classes this semester - I think I may actually be heading in one direction! I sure hope it turns out to be the right one. I keep wishing that we'll find out that there are more than 24 hours in a day - there is so much I want to do and experience. I haven't figured out how to get all the timing down so I can get most of what I want to get done completed. I see myself starting off in quite a positive direction - leading me to hold great expectations for this semester and this whole year. ...Karl, I've run out of things to say are you going to tell us what you found out by collecting all these five minute essays? What is their purpose????

Expectations: To learn to more fully experience the present by overcoming fears and self-doubt; to create things which will serve to myself as a testimony of my own ability; to improvise, to forget myself and therein find myself; to fuse what I am studying with my real purpose.

My biggest fear about the coming semester is that my adventure in business will not be fulfilling. I've never taken a business class here at Miami and for that at all in my life. So I've a little trepidation about committing myself to something I know so little about. My expectations for this semester as you would expect, exceedingly high. But this year I've got some real goals, expectations and known destinations. This semester will not be another case of pre-semester (), but a real commitment to learning and excellence. My hopes ... well hopes and expectations are really one in the same, so I'll assume you differentiate hopes to be more personal and less academic. I hope to achieve a greater feeling of competence this semester; to be able to speak fluently and knowledgeably on the subjects I am involved in. I also hope to pursue some personal development through leisure reading.

Just having entered into the Western Community last semester, I hope that I will be able to pull up my grades from last semester. I found Western very challenging and I am sure that this year will be no different. My only fear academically is being able to contribute significantly in my classes. I was a little shy as a Western student. In two years, I will be facing a new world, so I suppose that is another fear. I hope and trust that I will be able to face that new world with a fair amount of knowledge. Since I now live in Peabody, I expect that I will be able to become more active in my education, and learn (in the dorm) what building community is all about. It is never too late to open your door to new ideas, new people, and a new kind of education. I am excited to become a part of the Western Community and hope that my contributions are worthy.

I hope that I become the greatest astrophysicist that ever lived. I hope that I invent a nuclear power method that can't be used in weaponry. I hope that I write books on sociopsychology that blow everyone away. But I am only me. So I can only try.

After having taken two tears and \$10,000 for granted, I am now coming to an understanding that this life of leisure should end with a diploma from a "Public Ivy". One half of this glorious undergraduate is over and I'm still here - there must be some hope. Once studies are taken seriously, a GPA has but one direction to go. As far as my Junior Seminar goes, I think that I have chosen one to put the INTER in with the discipline. Having gone over the list of required reading, I know that Political Ecology will prove to be a good choice in furthering my Western Studies.

I hope to have the patience to stay with this course and see it through. I'm not sure if the focus/content is primarily methodology or establishing awareness of issues or dealing with issues; but I hope to learn as much as I can. I hope to have the opportunity to freely express myself and to have the chance to learn the language of this course.

I want to pull a senior project out of this too, and I hope to learn to study again.

I have no idea what's going on this semester. My life is utter chaos. I haven't even got all of my classes yet. I'm living off campus, and I can't cook for myself. I'm constantly hungry. How can I be expected to perform well in class if I'm hungry? George's seminar should be cool though...How's it going with you Karl?

My what a difference a year makes. Last year I was worrying profusely about what to put on my SEO, and here I am, ready to take all of the courses in the focus I designed. I can't wait to get going with this semester. After 2 years of indecision, I am ready to concentrate on my focus. I may not have everything together, yet, but it sure feels good to have some direction in what I am doing. Or at least a semblance of direction.

Well here I am again. Living off campus with a bunch of physics grads and near-grads. Registered in 30 minutes Monday at 8 a.m., before my brain was alive. It's been 6 months since I even sat down to watch the evening news, much less discuss something. American Defense policy sounds pretty intimidating. Not to worry - so has everything else in the last three years. But maybe I can bring some insight back into what seems a semi-closed academic system (all rhetoric aside).

My expectation is to continue the expansion of my experiences; my goal is to prepare my mind to complete a senior project next semester; and dream to succeed in challenging myself, my colleagues and George Stein to new heights of inspiration and understanding. My driving motivation is the need for the quality of self-understanding and realization.

For the last few months I have been thinking about attending class at Miami. Finally I came to a decision, I felt no matter how discouraged I feel, I must be practical about this indecision. I must return to school or end this fantasy. It was no choice, as I am still uncertain about our destiny. I fear death and I love life.

As a senior I approach the upcoming semester with a different perspective on the same kaleidoscope of life, plus as I did as a freshman. As the summer passed I talked to forklift operators and governors. I look to the future as a horizon of unknowns; like Frost's Different Paths. My first and primary interest- as neo-orthodox as it is employment. There is a utility in direction. It is evident that my direction is inclined to self-control-autonomy

I guess to learn, both academically, and emotionally. Oooh, cliché, I know. But true. I wish I could be completely free of social controls, and tell you I have no fear about next year, about being a graduate. But it's there. As I will be. Senior year is a stepping stone, a stepping stone to a new level of reality. I don't know what it will be, but I do know I want to squeeze everything possible out of this, my final year. Take a few more chances. Read a few more books. Learn to parachute. Go to concerts. Go to lectures. Take a road trip. Give more to the community.

I am very excited but also a little anxious about this year. Last year went incredibly well for me in every respect, but this last summer was really weird. I'm very glad to be back. I'm really looking forward to my classes. They all seem to be interesting. But I feel really nervous and anxious for some reason. Once things start rolling again I hope that my mind settles down a little.

I have many hopes and dreams for this semester that should help me make some final decisions about my possible career. I sincerely hope (and I'm planning to beg) that I will be able to work with a professor in cancer research in the spring. This hope coincides with my dream of eventually working with Cancer of AIDS patients. One of my greatest fears for the coming year is that eventually I will realize that I hate my focus and want to make a major career change.

As of now I have no fears of the coming semester. I do, however, have hopes and ideas. I hope to learn just by moving off Western and taking the courses I have enrolled in I feel I will broaden my horizons and my knowledge in my chosen field. I have many ideas about this semester from what it holds for me to what I could get out of it, to what it will lead to. I am approaching it as another step (or two or three) in my search for knowledge.

A junior - unbelievable. A time to decide if I really like my focus...nervousness - four tough classes. I can't believe two years are behind me. At times I feel I have accomplished so much, but in two years, at graduation, just what will I be prepared to do? What is a junior seminar like? I want to do well again, so badly. Will I miss the community of Western, not living here anymore? I think I will miss the familiarity and friendliness of the professors here. My classes are so concentrated in one area - I may become bored. Are other people nervous about this year? Have we grown up since we were freshmen?

I expect that this will be a year of new experience, at least as far as classes are concerned. Gone is the security of Western, with a set 12 hours and the power to switch sections without battling the mob at Millet. I've spent less than half the usual amount on books and am disappointed at the textbooks I spent it on.. What do these main campus profs talk about in their classes? It's also interesting in the respect that a large portion of our class has moved off Western and even off campus.. This, combined with no longer having 12 hours together leaves Western feeling distant. Where is that "community" of the past 2 years? I'm eager to see how well I adhere to my focus, declared a mere 3 months ago and altered already by available classes.

I want this year to be different from the rest. I want to have a better balance between my social and academic lives - in favor of the social. I feel as though I've missed out of a lot during the past three years. I also want my academics to be more exciting, now that I'm taking courses within my focus. Hopefully, that'll make them more interesting! I'm particularly excited about George's class - but I hope I don't get overworked. I have a senior project to do (yes, I'm a senior) which is a daunting prospect, of course.

Like the year before - I'm once again immersed in my educational endeavors. But unlike before - I finally have a concept of where my education is taking me. I hope to continue in this direction with the possibility of finding practical experiences - internships. I'm now in the classes which make up my focus so I plan to dedicate more time and energy into them. I'm excited to start this year and have good expectations of it being fruitful.

As a Western major I hope to develop as a well-rounded person. I feel Western has taught me to teach myself. A professor once told a class, of which I was part, the scholar is not the one who knows all the facts and dates, but the one who knows where to find them out. Western has helped me to become this sort of scholar.

The biggest fear, wonder, etc, in my life at this point seems to be the fact that I have so many unanswered questions in my life. What will my thesis be about? What cards lie in the future? These are very important questions to me, and I guess just having the questions is important, but why don't I have any answers? How can I use this year to help me?

Over the past summer, I read a great deal. I also became intensely interested in my writing. I love to write. One of my dreams at this point in my life is to write an autobiography. I would like to be able to do that as the subject of my thesis, but I still haven't talked to Geoff about it.

I am excited about the two Western classes I have this year. Both will help hone any reading and writing skills and help me expand. My two English classes stink, however.

At this point in time, I'm concerned about getting classes since junior seminar is the only class I have at present. On a much longer-term scale, I realize that at this point I need to know, or at least have some idea of what my expectations are, and they don't seem to be very solid to me. I hope that by the mid to end of this term I'll know a bit more than I do now (be a bit more certain). The difficulty with my particular program is that there are no courses at Miami which directly address my particular focus. This will, however, force me into developing materials which cater directly to me needs.

I hope that we won't have to do these silly things much longer. I hope you are getting something out of it. Anyway, this semester has started out really well. So far, I enjoy all my classes and it's nice to be away from Western. The only fear I have is that I won't be able to complete school on time, because I wasted time my freshman and sophomore years, taking classes I didn't need. This is short but it's 9 a.m. and I'm not quite alive enough to give this question a lot of deep, personal thought.

This semester is going to be very different from the previous semesters. I am no longer a resident on the Western Campus and my house is very far away. This makes it a little more difficult to participate in as many of the Western activities as I usually do. I feel a bit more isolated from Western this year as compared to the past two years. This isolation is partly due to the fact my classes are now mainly main campus classes which are extremely different from the many Western classes which I participated in during my first and second years.

The outlook, for me, on this upcoming semester is one of excitement. The CC junior seminar in which I am enrolled, I hope, will broaden my sight on life. It gives more to look at than the mechanics of house building. It allows me to look at feminism and to look at people. The most important thing for me is the people. I love to know how they work.

The upcoming semester should be one of great change for me. Right now I am taking the CC Jr. Sem. and also picking up the Sophomore level courses, because of the fact that I transferred into the Western Program second semester of my Sophomore year. So, in essence, I am going to hopefully receive input from two very different classes, sophomores; juniors. I must admit I was, and am still, a tad apprehensive about the Western Prgm. It can be somewhat intimidating to an incoming person, but I am certain that the semester will bring about a new awareness and a better understanding of people and this program. (My arm is getting very tired. I think it forgot how to write over the summer.) I am also hopeful that a better grasping of the program thru these classes will enable me to propose an SEO that will actually be accepted!!

I don't know that they have changed much since I wrote last night. Independence is very important to me. Defining and redefining self. The includes taking responsibility for "me". Doing is important. Cooking spaghetti sauce, which is a norm for many people is a new "task" for me. Being there for people is important to me. I want to be there more often. Taking advantage of now. Responsibility deems thinking about tomorrow, but so what.

I'm back at Miami and ready to begin my second year with the Western Prgm. I'm trying to be more realistic with my goals as to how much work I can actually do effectively. I want to have time this year to write more in my journal - I want to be able to spend some time doing extra research outside my classes. I'd like to become involved in a few extra curricular organizations. Most of all, I hope to grow and expand my life this year as much as I did last year. One year can create so many new opportunities. This year I want to have the time and energy to explore.

I, though I am not a junior, am writing "just for the fun of it" and I just want to say that I am truly happy - I'm enjoying my college time and most of all my Western years. I was a transfer to the Western Prgm. and I only wish that I could have backed up and started all over again in Western. Since that isn't possible, I make the best use of my Miami year as I can and use it to draw experience from. I'm not really worried or fearful of this coming year at all - I am somewhat sad that this wonderful experience will soon be over and I wonder - what's next? But I know that thanks to Western, I won't be lacking for the ability to accept and deal with the real world.

I want to spend as much time as possible developing my playing. I want to improve my discipline by practicing exercises and working on areas that I'm deficient in, such as sightreading and playing over changes. Practicing areas like this is usually difficult for me, so I avoid them. I want to incorporate new ideas into the band format - things that are beyond my own present concept of musical performance - things such as performance art, interpretive dance, reading, and so on. These things have been used, but not in this context. I also want to spend more time outside.

I feel too young to be a junior! Sophomore year still held the security of being new to college life but junior year just seems to mean that the "real" world isn't some distant galaxy. Now I have to recognize that soon, very soon, I'll be going out there too! Ahhh. This semester is a new experience. I guess it's not healthy to get caught up in routine, so Western forces (ha ha) us onto main campus. It is great to be back at school totally comfortable with your surroundings and the classes aren't as scary either. This year (I think) I'm not waiting for a divine inspiration from above that gives me direction and meaning to my life...

My one fear is feeling separated from Western. Living off-campus is great already, but I do feel kind of out of it--not in the "Western Community." Academically, I'm confident. I don't feel worried about not being able to succeed. I'll be taking classes that I'm interested in, classes in fields that are familiar to me.

I do feel committed to my focus, meaning I want very much to work hard and learn at much as possible in my classes, and also my experiences with instructors, other classmates. There are so many things I could have chosen to study--what I have chosen, I ought to be willing to go all out for. I'm afraid I'll discover a lot of inabilities, perhaps lack of talent, which, of course, is discouraging, and means more work, if I want to improve. Gee....will I do it? Am I willing to do it? Should I even be in college? What did you eat for breakfast this a.m., Julie. Off-campus living--it's fun, but leaves me with a feeling of alienation about the community. I don't look forward to pressure from exams, papers, but am excited about...

Ooooooh, I feel good, or so the song goes. I feel kind of like things are channeled and I'm glad, glad, glad to finally start classes. I miss my class (i.e., the other people) already, and miss seeing them. The best part of this whole semester is that I am NS-less, truly an accomplishment. Maybe being rid of NS is a rite of passage in itself...

My main fear is that I am a junior. I'm all screwed up about the WCP. WCP has made me think a lot. Often too much. Now I must enter a bunch of main campus classes where I'm expected to jot down notes without processing them. It's confusing. Being a junior is a letdown from being a first year and a sophomore student. I'm trying to figure out my SEO every day. It feels like a monkey on my back. I hope to feel more solidly about it during this semester. My main feeling right now is that I am biding my time until I can do my senior project. I feel like I could do it now without taking anymore courses, and that it would be fine. Mainly I feel detached from Western both academically and socially. I live in McKee yet I'm not really a part of Western anymore. Western is really first and second year students.

Being a junior is the screwiest part of the Western program. The first two years are the best two years and everyone gives you the most attention. Then you are essentially kicked out. Because you aren't doing a senior project you don't have really anything important to add to the community. That's just how it feels. It's nice being able to take classes of your choice. The problem is that the classes are softer and come off pretty bland. It's going to be hard to keep myself motivated. What my classes are about is groovy, and I can apply the lessons well to my life and previous learning, but it just isn't that exciting. I'm afraid that I'm just going to end up "hanging out" being a "dude" and sitting around very apathetic. The professors over there make that very easy, and actually encourage it. It makes their job easier. It is also hard being away from the Western "support group" community.

I hope to survive the curriculum I have chosen. I feel now as if my identity hangs in the balance of my experience in my focus hours. I am afraid that I have taken on too much and my fragile self will be crushed by the weight of this semester's experiences. I dream of not only surviving but triumphing in all that I set out to do. I expect to come through a stronger person for the wear but the experience thus far has been very painful.

I hope for the following semester to be a somewhat relaxed one. I fear that it won't be. I suppose that I shouldn't have this attitude, but I usually do at this time of year. My schedule is quite a mess and I am taking almost nothing that I planned to take when writing my SEO last semester. I understand that this is a common situation to be in though so I'm trying not to get too uptight about it. At the present time my mind is full of many questions and unfortunately very few answers.

Hopes, fears, dreams...To consolidate my focus; that is my interests and ambitions (presently) into my major/focus. I seem to have an interesting SEO. Interesting because I've had to rewrite it twice; I'm still not sure why. My theme and subject matter is clear enough: CREATIVE ARTS focus in CREATIVE WRITING (English) with, hopefully, a minor in FILM STUDIES. That is probably my main hope, dream...School and studies have become my number one priority, and I've come back to Miami with what I feel is a fresh new attitude and mindset. I'm prepared and ready to fire through my last two years here at Western. Fears and dreams are interesting aspects of college life. I have many fears, but I honestly don't think too conscientiously about them. Fears of probably the same kind that everybody else has...where you're going, and what you want to do with yourself and whatever...

It's my last year and my requirements are just about completed. Really all I have to take is this junior seminar and senior workshop. I am however taking other very hard classes to help with my senior project. My two other classes are both graduate level genetic courses but I'm not afraid of them - in fact I'm excited about them. With my independent studies I feel I am as prepared or more prepared than any micro or zoo student. This junior seminar is going to be my sanity - something different and fresh. In the past year I've needed Western to keep my writing skills fresh. So I guess I expect this course to retain my humanity and openness.

Western has developed in me a lifestyle I never could have otherwise experienced and given me a fantastic circle of friends, both of students and staff. Western is a place of belonging. Western is comfortable. The program has however nurtured in us the capabilities and skills necessary to leave the comforts of our close community and move into a larger realm.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written mid-year - Junior Year)
January, 1988

Hopes, fears dreams and what not... again I have no fears just lofty dreams of finding more information than I know what to do with. I feel confident, as has been proved in the past, that once again I will not be disappointed and am looking forward to a new endeavor. I hope to gain a new perspective on something. I guess I have a fear that I won't. I also hope to discover a direction for a potential senior project, but as in the past I will probably find one that will compete with a hundred other ideas I have.

I hope to get a lot done musically this semester. I hope to get a lot done musically this semester. I hope to get the band into touring shape and try to play as much as we can before it really matters. I also hope to come upon some new things in my electronic music class (new sounds and composition techniques) that can help break some of my standing barriers in my conception of music.

This semester is going to be really exciting for me. I've decided to take it easy academically this semester. I mean that I am taking fewer classes not that I am going to blow the books off. These past few semesters I've been really overworked and my attention has been divided between too many things. I plan to spend a lot more time enjoying this part of my life. I've recently realized that it won't last forever. I plan to spend more time with music and other things outside of my classes. I also am going to try to enjoy classes for a change. I've been spending too much time...

Oh thank you () for this beautiful blue pen. I guess it's true that I am no boy scout. This semester I can hear that clock tick, tick, ticking toward graduation. And it's very loud. The end is in sight and that's a bit terrifying. It's no longer an issue of trying to figure out how it all fits in, rather just trying to fit it all in. I'm thinking more and more about my education coming to a close and...

2nd semester junior year; What's left to say? With graduation quickly approaching, and two and a half years of identity formation behind me, my focus--no let's not use that word--goal is to bring up that GPA. Okay, maybe I have been saying that for the past three semesters, but I really mean it this time. Really! The prospect of doing well seems more likely than ever now that I have such interesting courses from which to choose.

Take 2. Expectation statement. I'm not ready to write an expectation statement. The next semester still seems very cloudy. For the moment I can only address the present and say that things seem to be falling into place fairly well these last couple of days. I guess I could say that my larger goal this semester is to actualize all the ideals I have been touting the last few years. I want to gain self-respect by being truthful to myself.

Basically, this semester what I hope to accomplish is to narrow my field of interest and to figure out what I am going to do for my senior project.

hope to survive the @*#!!! 2 mile walk to this nether region of the campus... maybe even learn something when I get there... my brain can't focus - it's sweating. Expect to get my latest SEO rejected by some guano-eating administrators. Sorry this is no pie-in-the-sky Western crap but frustration is currently ascendant over community spirit. Will enjoy blowing another \$4000 taking classes Just imagine how many wonderful books I could buy, how much information I could gather with all that money!!!! Right now that sounds wonderful, but I expect human interaction and intellectual intercourse is better than spiritual masturbation....

Well gosh, here I am back from a semester abroad so most of my expectations center on trying to adjust to being back at Miami and being able to get through 18 hours a week instead of just six. I also hope to get out of making up the junior seminar that I missed last semester, and to successfully get through the one I am about to undertake. Another hope is that I will acquire a kitchen table for my new house, and to try to be serious about things and not turn everything into a joke. I also hope to write 2 or 3 plays - a seemingly impossible task - but if I don't I won't pass my playwriting class. I hope not to settle back into the old, complacent roles and relationships that I left behind, that were only hurting me and stunting my growth. I hope to fix up my SEO so that it at least looks presentable, and I hope most of all to avoid summer school.

Charles-Parquoi? I'm afraid of Foucault and Monsieur Giroux. Foucault is not the easiest to read and with so many other classes, work, activities, I'm truly worried about getting it all done, doing well, and getting the most out of it. I feel anxious and uptight. I want to have fun sometime, but I can't seem to balance fun and studies...it's either one or the other, which scares me. I feel freer to bring my personal experiences to class; to participate more, and spontaneously. I'm glad I don't have to be a part of the real world for another year...but a semester or two off seems attractive, too. I want to bear down and work hard-put my fears and reservations to rest, and get on with learning. Do I still have a focus. It seems I strayed so far from the SEO I wrote in days of yore. Ah, heck! I'm sure I can bring it all together when the time comes. I have nothing to eat but rice and lentils.

So far, I'm angry with the bureaucracy of Miami-Why can't I enroll for 25 hours without penalty and only for the reason of interest? Well, I guess we all need to learn to make some choices, sometime. My SEO is still undecided. There are almost too many choices. Narrowing is DIFFICULT. Oh that male gender roles class sounds fascinating-I hope it's filled so that I can find out how that goes. I also want to find some way to explain or justify my burning desire to learn to someone that doesn't ask what are you going to do with THAT? I don't feel like I know any better what I'm going to do. Sure grad school, that was always a given. I need to know what I'll study in grad school and perhaps why? Now something needs to be done about that question "why." It never seems to have a definite answer.

I really feel great about this coming semester. I've strayed far from my original SEO but am now even more strongly back where I belong. The full-circle intellectual foray was profitable and self-confirming. I wish I'd asked for/been given a little more guidance, though, because my course selecting is now very crucial and pressured; graduation seems almost too close. I've got some really interesting and challenging courses now that should keep me quite busy and stimulated. I'm really "rarin' to go."

I expect more study and difficult wrestling with issues and ethics and law that we use to govern ourselves. It's been said morality can not be legislated, yet what then is legislation? I hope this issue will be thrown at us to chew up so we can spit out cogent if not correct opinions to what areas should be covered by laws or ethical rules. I hope to have tons of reading because I don't anticipate having as much time to do it in the future as I do now. I'm looking forward to this semester as a period of growth and development. After five semesters at Western (all of which were spent in a haze over my focus and education myths), I have finally come to the realization that education is important and why. No longer do I doubt my knowledge or education. I think that I have discovered, through a process of separation from home, support from friends here and many discussions with professors and parents, that I do have a core/nucleus/a self which is important and substantiated by personal experience and insight as well as solid academic work. I've begun to examine structures of power and my place in them. I've committed myself to a lifetime of self-education. One that I plan to enjoy as well as share with others. I'm not too concerned about my final G.P.A. next semester or getting the "big internship." I want to build on myself and enjoy my fellow peers.

It's Junior year-hard to believe. Three years gone and still, I'm searching for a focus. The search is more frantic now, but geared more toward a senior project. Thoughts have gone in many directions since freshman year. This semester, however, I'm determined to clarify what direction I want my studies to go in. I expect it to be an intense and interesting semester. All of the Junior Seminars seem very interesting-I want them all. I really miss the core structure of Western. Not only because I did have to fight the computers but the classes have been truly learning experiences. Given the chance, I'd take all the junior seminars-honestly, they fit my SEO. I'm finding the bureaucracy of main campus a hassle I'd like to avoid.

I've been away from Western for a semester and it feels good to be back. I'm seeing familiar faces which I haven't seen for sometime now. I'm looking forward to having a Western class again. I'm sick of just being lectured to on main campus. I feel that I need the discussion and conversation of a Western class now to spur on my learning desire. On main campus my goal to continue my education just kind of flies out the window whereas here my desire to learn is returned.

I hope for a happy new year with lots of new friends and toys and good television shows. I like television. While watching television I like to drink beer. And what goes better with beer than nachos and cheese. I also hope the wind dies soon. I hate wind-especially in the winter time. I expect the summer heat to reappear again in about five months. I hope they raise the ceilings in the dorms. It provides a sense of limitless space...

My hopes are to get everything done that I need to in order to graduate within my four-year financial limit. My fears are that I won't be able to graduate on time which in turn would create quite a financial setback. My expectations for myself this semester are to do well and concentrate on my focus and my expectations of the university are the same as all the years before. I mostly want to get my foot in the door on some internships.

I wish that there will soon become a trend of purification of education and Western will identify their capacity to respond. By "purification" I briefly want to explain it as a complete re-evaluation of the politics effecting the whole environment.

I'm glad to back. I'm still in the midst of figuring out my schedule and getting organized and dealing with Oxford. I'm sitting in the back of this class looking at everybody's heads bent intently toward what they are writing, and I feel very happy to see all the old familiar hair. I am actively pursuing a variety of CREATIVE ARTS focuses, and am attempting to consolidate them into a comprehensive and cohesive whole. I consider myself to be a "CREATIVE ARTIST" based on my interests in music, writing, film, art; social and political concerns as well. I have many hopes and dreams, too many and too in-depth to list in five minutes. I hope to produce an interesting and informative senior project next year, and I PLAN on graduating on time. So this semester is going to be very important for me, I see myself turning more conservative in some aspects of my lifestyle, yet becoming more liberal, perhaps radical, in my beliefs and socio-political concerns. Therefore, I am going to be taking this semester very seriously.

My fervent hope is that we can get something accomplished in this meeting before 8:00. My biggest fear at the moment is that we are not, and I'll be late for work. But since I know from past experience that a timely start and finish to any Western gathering is unheard of, I think I'll continue writing about my biggest fear and its inevitable occurrence. Being late for work tonight would be a serious mistake. I've been late this week already. (By the way, it's only Thursday!). Arriving on time to your job is of the utmost importance. You must be timely prepared and of sufficient constitution to complete the tasks that will be assigned to you. The most frequent duties are: 1) Cleaning toilets. 2) Picking up and taking out the trash. 3) Taking fake I.D.s. and 4) Beating the shit out of drunks.

My hopes and fears are mixed together. I just discovered today that I'm only lacking one course in order to become a double major student. Combining Western and Architecture is an exciting thought. I know though, it will be a long hard process. I don't know if I'm able to complete all the work I must do in order to complete this task. Double majoring will provide me with an exciting way to prove to myself my ability to become an excellent architect. By doing a Senior Project I can design a project. I can complete a project that will make me or break me. I can make a dream project happen.

New beginnings, like new steps reading into Peabody are made available to Western Juniors. A chance to repeat again past achievements, or redo former errors. The fears of beginning a process that undoubtedly leads to stress and academic workouts of an intense nature, activities we now understand, both the burdens and rewards. As a final year looms, the new steps on Peabody must carry heavy weight of Junior feet. Steps heavy with experience in academic/social/ in life at college. The footsteps are heavy, but the walkers are more enlightened than burdened. Enlightened in preparation for more than just courses ahead but for life ahead.

This I hope will be a good semester. I'm excited about all--well most of--my classes. I'm glad to be finally getting down to my focus classes. It is much more exciting than just the core classes--no offense intended. If I had a fear, it would be of the future. Not entirely, since I'm excited about what I'm learning, but I'm afraid of being able to transfer what I've learned in and out of classes to a senior project. Just like the SEO, though I'm probably making a mountain out of a molehill--my worry is that I will take on something too big and I'll drown. Oh yeah, another trivial worry--money! I hope I will be able to afford to come back next year to that drowning. Viva Reaganomics! Viva Edwards House! Viva Roudebush! Aside from that staggering fear, I am excited about school. I feel badly that the first thing that comes to mind when I think of Western might be considered derogatory. After having been in this program for only one year, my grades have dropped considerably. I do realize that that is mostly my fault, however I feel that since I didn't start in Western as a freshman, I missed out on being conditioned to the Western style. On a lighter side, I have very much enjoyed the Western Program, and still do. The professors (both men and women) have been some of the best I've had, specifically Elizabeth Duvert, Muriel Blaisdell, and Bill Green. It's nice to be a part of the kind of program that allows a friendship to form between student and professor.

Once again, I face a semester full of unlimited possibilities and find myself trying to limit myself--with little success. Yet, I continue to progress somewhat steadily towards my goals I developed within my SEO. I have found--much to my surprise--that many of my higher level classes are incorporating an interdisciplinary approach towards the subject material they are focusing in. I have also found that I avidly participate and understand what is going on a lot better than my classmates who would rather take a 100 T or F question test every week rather than discuss and analyze an assigned article or chapter. Some of them groaned when told they had to buy a \$25.00 copyshop reader. I merely smiled.

OK. Here we go again--fears, dreams, expectations...As a junior I guess my fears are trying to get my life together at the last minute. (Well, maybe not last minute.) I have more definite goals than I have ever had and perhaps because my expectations are high so is my anxiety. Right now I want to push myself more. I am at a sort of a plateau, where I have kind of got comfortable and I don't think that is necessarily good. I don't want to keep seeing things in the same, so I'm off to hunt some paradigms! What else am I expecting? I am still unsure about Senior Project, but believe it or not I'm looking forward to it. I guess a goal right now is also a push for original thinking. I'm good at critical thinking--but not necessarily original.

...I hope to be the President of the United States. I dream about owning a happening little condo in Hilton Head. I fear the IRS... How about that for the new brochure? That'd rattle some of their cages. I'm glad we only have to do this once a year, otherwise I might lose my sense of humor. Is the five minutes up yet? Otherwise everything is well and good. Yes? Quite. Well I've used up all of my own resources and everyone else is covering their papers so that I can't cheat. The fiends. See you next year.

I am hot this semester. I can feel it and I can't wait to begin reading, writing--experiencing! I like being a junior and taking whatever class catches my eye. It makes learning so interesting when I have a hand in forming my education. I hope I can keep up this enthusiasm through Ohio's gray winter. Somehow I think I will. I don't know how I'm going to re-work my SEO to incorporate all I am taking but it's too late for looking back. Tada. I dream about doing everything I imagine. The diversity is wonderful but scary. I keep thinking about the phrase, "only the person who risks is free...."

I hope that I will never have to write one of these again. I fear that I will never escape writing them. My dreams--nay, nightmares--are that this assignment will follow me always, that 20 years down the road I will open up a plain brown envelope and a single piece of legal paper will be inside. But all of the above is more long-range, I suppose. For this semester, I hope that my main campus classes will begin to actually contribute to my focus at last; will yield new insights into the issues I am exploring. My fears are that, once again, those classes will not help at all. That's been my main problem with college--finding support for my academic interests on main campus. I expect (oops, no more time. Too bad.)

As a 2nd semester junior, I am beginning to go through experiences that make me realize that the culmination of my Western education, my senior project, is nearing. Friends of mine that are seniors are hard at work on theirs and this scares me because it means that ours are right around the corner. At this point in my education, my SEO and focus are becoming more clear and I am beginning to form tentative project ideas. I hope that this upcoming semester will help me clarify this more.

My hopes are more than they were a few months ago. Last semester I had several good classes, but I didn't learn a thing. My dreams are more out of school. I'm thinking more and more about my possible life in music. Egads. I've found school great. Western has been marvelous. I have skills of knowledge and critical thinking that I will always use. I believe that I have the tools to have a constant education no matter where I am or what I am doing. My mind's been blown plentiful. My head is full, and it itches. Let's say that I got a lot of stuff stuffed in my brain, and a lot of it doesn't fit together. That's fine. Politically, it's a jungle in there. Where do I go from here?

oh no. not this again. i really hope to get a focus, get a job, make some money and graduate on time. i'm serious. that's all i have to say this semester. i'm sure i'll look back on this after i graduate and i'll wish i'd taken it a little more seriously. seriously. but seriously i'm glad i'm done with the core courses and have moved on to what Western is really about- trying to get good grades on main campus where you take objective tests twice a semester about items on page 289 of the one textbook we're reading. i have no fears, i guess i'm just doing my thing. is this five minutes ever going to be finished??

Once again Karl ships this ____ in. I came to Western and didn't know how to write anything. Now I know how, but I hate to do it. My hopes, dreams BLAH - I want this to be a good semester. I'm taking a lot of courses which are very non-western and I want to learn a lot of ____ and interpret what I learn in a western sort of way. I don't think my hopes etc. have changed much in the past three years. Just how I go about changing them has changed. I want to be successful in my studies and I want my grades to reflect what I have learned. It's nice to get good marks (as I have been able to do for the past years) but it is even better if I've learned enough to justify those grades. Money is tight. As usual. But, as my mother says, "If money's the problem, there's no problem."

After a semester hiatus, I joyously await a new semester and foster great hopes on my return. Ironically, those hopes have been dampened a little by my inability to get the classes I need for my focus--but I am sure they will all work out. Despite the red tape, I feel after three years that the faculty is really behind me--it matters that I can or cannot get what I need to them. While my contact directly with the staff is less frequent, I don't feel too out-of-touch. My academic advisor has been a great source of otherwise obscure knowledge. I am curious about the classes behind mine--I remember being a freshman, not knowing what or who those other people (juniors and seniors) were.

I've just revised my SEO again, and I feel confident about it. I feel like I've finally said what it was I've been knocking around in my head. Now it's survival. I've gotta figure out what my senior project will be. I hope to expand my knowledge in my focus area this semester, in order to give me a better idea about what I can conclude about my focus--i.e., the project. I hope to buy a car--scary. I hope to raise my hand in class more--also scary. Western has made me a little crazy, asking too many questions without any answers, and my goal is to find a way to survive with those questions. I need to find them interesting instead of oppressive. I feel more and more like a grown-up.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written Early Senior Year)
August, 1988

Hope I make it thru. Expect to be overworked. Fear floundering - at this point I am truly unfocused. Well, I know what I want to express, not so much what I want to address. Is my project, or will my project be academic enough? I need guidance!! I need help bringing ideas together, formulating new ones. If asked to write a proposal now it might be only two sentences long and then I'd feel stupid and incapable of being intellectual, even writing a project. I know there's room somewhere for my project but my goals need to be defined; I need to get in touch with sources, and considering my topic, I don't know what those sources might be. I need to talk to Sally H.P., and bounce ideas off of her. I could talk with my classmates.

My dream is to awaken and to find myself in the "real world" working for a Western Alumnus who asks me to write for five minutes every time I turn around, yet I know I will be capable of doing so from the vast experience available from four years in the program. I hope to enjoy teaching and learning on my own initiative, supported by this workshop, prodded by the approaching graduation date. To discover my project and also my future plans thereby fully satisfying all the questions of friend and foe alike that inquire as to my future plans, my job hopes and graduation studies, or marriage ideas. Exciting to think of all the decisions that will be reached.

Project - that is why I'm here, and, of course to graduate. My project is a fairly complex one that includes other disciplines than creative writing and I plan to be fully engrossed by it this entire semester. Hopes, fears....are basically the same as usual; wanting to do well, achieve goals in and out of school, but basically my aim is to graduate in May and the project is one of my central focuses. I spent some time on it during the summer and managed to get about 20 pages of notes and an excellent bibliography, so I feel confident going into the semester based on this head start.

First and foremost planned for this semester is to become a real student for the first time in my college career. My focus is still very fuzzy at this point although I do possess two minors, these being music performance and photography. If I need to give one possible topic I would probably lean towards a formal exhibition.

Oh my God. Who knows what will happen this semester. Golly, what an obvious thing to write. But I guess it's important to write down and legitimize. I hope to stop mucky mucking around and decide what it is that I'm studying. I'm scared that I can't do either of the above mentioned things. I expect to survive. To make it through the semester without losing it. My house is volatile but I have my own room - a luxury that is overwhelmingly important to me. I want to learn how to stop thinking and how to start. I'm working on putting a switch on my thinking and conceptualizing so that I don't explode.

This semester is going to be very exciting as well as academically challenging. Somewhere within my hocus pocus focus, I hope to find a basis for some kind of bread and butter survival. I'm so frustrated with the course selections - not enough courses play in the grey areas. I have been spoiled by Western, I guess. I don't want to leave here. "There's no place like home. There's no place like home." I have finally dedicated my life to being intellectual or at least academic.

I hope to complete or at least get started on my senior project. Three years of ideas have built up to this and now it must be put down on paper. If I think about it, it is a colossal task but usually I just take it as a given that I will get it finished. The "real world" is full of excitement - but there is a lot of anxiety about getting out into it. My classes don't offer any fears, just interest about what could be learned. I hope to first be able to define my senior project.

My expectations for this year are to round out my undergraduate education by completing my senior project. I feel that doing this project will enable me to learn and clarify certain key aspects about educating and education. The only thing I am afraid of in this coming year is the pressure.

It's funny, my hopes, fears, and expectations can all be discussed in the same framework. Obviously I'm about to lose my senior project virginity, so there is little else on my mind. I only wish that I could have matured (Psychologically and academically) before my senior year. I wonder how many times I'll be able to use the word "senior" in five minutes. I feel like I'm ready to accomplish the goals which I have set for myself this coming year. This could be the first time that I have ever started a year with anything but heartburn when the thought of academia crossed my mind.

This semester what I hope to do is to embark upon a project that will be as fulfilling as possible. I have some reservations: One is that I will choose something that is over my head; another one is that I will pick something that is not demanding enough. Ideally I would like to pick something that would be in the balance between the two extremes.

The biggest word that applies to this semester is expectations! The second semester of last year was an awful experience for me in many different ways. Even though I didn't enjoy the trouble I had to deal with, several good things did result from that difficult period. Over the summer I was able to "search my soul" and try to reorient my life. I've tried to develop both short and long term goals for myself in both the personal and scholastic areas of my life. Scholastically, I'm looking forward to the challenge and stimulation of my senior project and my other senior classes. I would like my senior project to become a representation of my time at Western and at Miami. One of the things I've enjoyed most about Western is that it has always....

To put it in one phrase: Let's Rock and Roll!!! The last time I gave senior project a shot I made two mistakes which I have corrected: 1) I chose a subject too far from the heart of my passions. 2) I viewed senior project more as an obligation than as an opportunity. This time I am staying closer to where my interest lies: creative output. One of my hero idols, George Burns once said "Go in all directions at once: something will go right." Well off and on I have done just that and as George predicted, several things have gone right: First I found out that as long as I'm writing my stuff I'm happy, energetic, enthused and with that in mind, I look forward to this.

This semester is a must for me to continue my current streak of academic excellence in order to raise my GPA to a more respectable level. Classes must be entertaining or I will experience difficulty achieving this because my attention span can be pretty minute. I'm worried about this class in particular because I'm not sure if I will be able to devote enough time to it due to the heavy course load I have. I'm also somewhat leary of this class because my project is only nebulously formed in my mind. Hopefully the interaction with other students and the professor will allow me to solidify the concepts necessary for a successful senior project. I look forward to a new year on Western because I've always enjoyed the interactive nature of the classes and I haven't had the opportunity to take them for some time.

I hope to make it through this semester without developing a serious drug habit. It's something about senior years with me. In high school my senior year I was involved in too many things and got in way over my head. I have a feeling that I may be doing the same thing this year. Probably not to the extreme that I did then but still bad enough to possibly drive me crazy and make me a prime candidate for mono. My project ideas are very sketchy at this time so I hope I get hit with some earth-shattering ideas real soon. Then again maybe I'll just quit school and get a job at Zantigo somewhere. My parents would love that. But then when you really think about it, why are we all here? I don't mean 'here' here, I mean the big here.

This coming semester not only will I wind up (God, I hope, I pray) post-production on the documentary, I hope the people in Mass Comm will spend ten minutes to find out what Western is, that they might become sympathetic and even (dare I hope?) cooperative in my efforts to amass production experience and lab time. What else? I hope I meet a few contacts at the reunion so that I can get a job in the industry after graduation, I hope ... well that some wonderful miracle will surface and some old Western Alum will need a crew member for their film in June. I'm afraid that the reality of all this is a) I'll not get finished b) I won't get funded c) the Mass Comm people will be cold and relentless d) I won't turn up any career contacts and will walk into second semester cold with no future. Ho Ho Ho. I expect the same old grind, the semester end crunch there always is. I expect to have finished the first third of my project and have sent it out and be halfway done with the next one.

I hope this year to leave the Western program on a positive note; some hope for at least partial intellectual closure rests in my mind, although I also hope my senior project will open up avenues of study as it fills in others. Attending the opening week activities made me realize how much I will miss this place and how special many of the people here are. Though it was the beginning of a new year, I felt keenly that it is my last. I'm excited about doing my project, although I am not yet sure exactly what it is to be upon. My anxieties are lessened by the opinion that however daunting, it is just another class project. I'm looking forward to making it a different sort of class, the opportunities for real engagement seem endless.

My greatest fear this semester is that either my mind will go completely blank or else it will stay jumbled up with a plethora of ideas, thoughts, insights, and other meaningless proposals. I can't understand yet all of my fears. This is only one big paper, one big project, and I've done plenty of papers and projects before. But something good will come out of this all if I'm able to keep my hopes and spirits up. I'm looking forward to seeing what my classmates are doing. I'm excited about all adventures we'll be going through as a class embarked on this academic, spiritual, mystical journey to the farthest reaches of our personal capabilities or so we say and think. I love all of my classmates and I dread of any parting.

This is feeling okay. The people are familiar, comforting to see. I'm hoping that I will do a fine project, one which I will be proud to present. Project is looming over me like an albatross around my neck, but I feel that it is something that I can accomplish. I'm eager to set my own pace with it. Try to use my self-discipline for something. I fear freaking at times about deadlines or just not being able to form a structure to work with to make my study comprehensible to someone else. I fear explaining to my parents that a job won't be the easiest thing in the world to find and I expect to hate pompous interviewers. Frazzled is what I'll always be.

I hope to...I hope to...I hope to...I hope to...I hope...I hope...I hope...I...I...I....don't know. I care but I am anxious. I feel like I have no clue about what my senior project will be like or about. I'm anticipating intense emotional chaos and emotional clarity. I'm anticipating confusion and a sense of feeling lost. I want to feel good about myself and I see my focus on this project as a way to do something by myself for myself.

At this point I am discouraged because I'm still trying to get my schedule finalized and I've been thinking of my senior project for a year and a half now only to be told that maybe I shouldn't, couldn't can't do performance. That I don't have enough performance theory in my background. Well I believe that I do and that I can do a successful, tight, clear project on performance. I want to really stick to the schedule and structure set up in this class. I have an abundance of ideas and stories to work with. I just need to spend time shaping them, organizing, writing, editing and practicing them out loud in my proposed monologue form.

The first fear that I had was walking into this seminar. Senior workshop... that mythical class I heard about first year. Now I'm here. So far, not too bad. This year I really want to focus on myself and my future. I need to figure out where I'm headed (Gee it's about time) I know once I hit upon a senior project topic that things will run smoothly. It's just reaching that point of discovery. It makes me sad that this is my last year here, but at the same time I know it's my time to leave. I only hope that this last year will be the best for me.

This semester will be the biggest test of my endurance to date. I'm taking 20 credit hours. Sr. workshop has me worried in a sort of positive way, if that's at all conceivable. I'm looking forward to the end product -- the problem is getting started. Of course, with a few infuriating examples to the contrary, this is most Western seniors' concern and I've been witness to many projects that started out much more confused and undecided than mine. There is so much I want to do in so little time. I'm not really sure about this next semester. Four years have gone by so fast, too fast. I feel more like a freshman now than I did as a freshman. My classes are interesting and seem to be tying together the concepts and ideas I wanted to cover in my SEO And, because of that, I feel like I have some foundation to my senior year! Still, I know I am not ready to go out into the real world and I'm not sure I want to get a job in the area in which I've got a focus - kinda scary

My biggest hope is that I can find a focus for my project. The general topic is easy to decide upon, but the hard part is narrowing that gigantic topic down to a manageable size. Along with that dream is the dream of finding some bearing for what I want to do after graduation. That's a scary thought to be graduating. After all, we just got here! Anyway, just like the project topic, the life after Western also is in great need of focusing -- there are so many things I want to do, but I am not sure if I can do them or even if I want to do them.

I have more fear about Senior Workshop than any course I've ever taken. For one it's not a simple class in which I can follow the rules, do the work and get the A. I care about this work and by making it public I expose myself. Secondly, I feel little hope about finding suitable help within the Western faculty. This may be pessimistic, but I have watched for several years the gradual withering of literary and artistic emphasis within Western. I've heard a sad tale about the most difficult part of the project being the adversity of faculty and students.

Things are obviously getting all weird now. It's the last year, so all the fears bounce in --- Senior project --- I'm supposed to shove all this "knowledge" into one paper! Is what I'm writing at all coherent? Does any of this make sense? My planned career in music seems totally confused -- I want to create, but realistic financial burdens make life difficult. I want this last year to be great; lots of fun. I'm doing fine. I have many doubts about actually having wanted goals completed; things are obviously complex, beautiful and confusing. I've enjoyed a large percentage of my classes and education here at Miami and Western -- but I'm too critical now -- I can't even read a book of fiction anymore!

Hopes, dreams, fears, expectations. I think all of the above have changed for me since I was a first year student. Now, at the beginning of my senior year, I know what I want at least for this semester, if not for beyond. I have a topic for my project. I think it is a good one. I think it is an important subject. I hope that it is one that is possible for me to complete. For now I am happy with my ideas and I am eagerly anticipating the feedbacks of others. I'm nervous about such a big undertaking but I am also excited.

I hope to become more confident in selling myself to a future employer. Really researching my thesis: exploring aspects of advertising consumer behavior photography will be very exciting. Independently researching photography is challenging. Interviewing will also be a challenge. After completing a liberal program I hope to be able to sell myself through my work.

I hope to concentrate my energies on senior workshop. It is very important for me to learn to sell myself and products of myself.

I hope to graduate at last. I want to continue living a split life -- working hard to make free time to keep myself sane (i.e. get out of Oxford). I'd like to get back in touch with everyone this fall, but I know it's hard with us all spread out. Academic goals? I take that one day at a time, do what I can and hope it works. If it backfires, go away for a day, and come back to the task with a fresh mind.

My initial question is just who will read this, beside the future me, after it is compiled, perhaps edited, etc. Hopes, dreams, fears etc. can not be summed up in this initial five minute time span for it has been four years in the process. Personal journals record that information. There is just as much, if not more, excitement about the classes and connections which is dampened by concerns of the outcomes of these academic pursuits. There is almost too much that I want to do, that I see needs to be done.

I'm not ready to be a senior yet!! Where is the focus in my life? I feel as if I have been preparing for three years, yet when it comes down to having to actually say this is my senior project, I come up with nothing. Nothing isn't quite true -- I am still formulating ideas. I have millions of wonderful curious questions. I just don't know what to do with them. My problem is I feel I have to come up with an answer. And that is my conceptual block that I must get around. I want to just run with my questions and see where they lead. So I guess my hope for the year is to learn to ask better and better questions. And perhaps, just perhaps, come up with an answer or two. Fears about his year?

In the coming year I hope to develop a real feel for my future plans. Thus far, everything has seemed to be coming from all different directions. I am hoping that these paths will merge now as was originally planned. I'm somewhat undecided about my senior project but I am hoping that it will fall into place. It's hard to believe that we're back here in fourth year already. It seems like just yesterday we were freshpersons, watching project presentations for the first time and thinking that ours were so far off.

I hope that I will be able to organize my hopes fears dreams etc. by the end of the semester in such a way as to have an actual direction in life by the time second semester rolls around. Yes, I've been taking major liberties with my Interdisciplinary Studies major -- and it's time to get my stuff together. My primary concern is with the topic (or lack thereof) of my senior project.

Anxious, I suppose, is how I feel. My class schedule is a bit mucky still, though I hope to work it out. Leaving last semester has put me back a little, but it was a necessary leave of absence for my sanity. Leaving has also provided some wonderful ideas for poems which I hope will make up my senior project. I feel anxious that I might not be able to write consistently, or coherently for that matter. But with a flood of thoughts and ideas running amok in my head, I'm sure that something solid will be produced. I worry that I don't have an advisor, but again, I assume everything will work out in the long run. Right Karl? Anyway, I'm excited about being back and very much ready to start again down that academic road to self-fulfillment.

I'm getting so God-damned sick of writing about my hopes, dreams, expectations for the semester. Who cares? At this point I simply want to do the project, take the classes and get out. But if you really want to know all that stuff, I'll tell you that I'm sorta concerned that I don't know much of the Western faculty anymore, and there's no one who I think that I can work with, and anyway, they always make you feel guilty for wanting to talk with them because they're so busy and so rushed and so stressed and so what.

After four years of this I think that I am pretty bored with this gimmick. While the previous three years' concerns were nebulous they now become concrete. All of a sudden someone tells us we have to get practical -- all the while Western is telling us otherwise -- or at least imparting a different ideology. We can no longer believe in Peter Pan, no matter how much we tell ourselves otherwise. In a way, it is refreshing since I was growing tired of some of the Western ideals - I am convinced that I will be ready to do something now at the end of this year. That is good since I don't think I will be prepared to extend this experience. Let it pass.

I am psyched about my senior project! I want to do so much with my ten hours. I hope to enjoy the experience and to learn a lot about myself and the politics of women. I break out in a sweat thinking about next year. I have so many things I want to do. What are these four years preparing me for???? Well, I have to keep writing. Mary is talking about her new baby. Talk about a project! Everyone else is writing. I am so antsy to get going. I hope all this energy lasts through March.

Maybe I won't be able to write! I am having trouble now - the literature I need isn't around and I am afraid that nobody is going to take my project seriously. Who am I writing for? What am I doing here? I feel like I have no expectations -- what are my dreams? I want to live my life in Europe - I want to have lived my life in the 1920's in Paris. I want to never have to work. I could have done that then. Now I have to sweat in Ohio - Oxford no less. My stomach hurts. I have dreams of it not hurting. I'm not in the mood for this today -- It is hot. I hope I can do this.

My greatest concern this year, oddly enough, does not focus on my senior project, but on what happens next. After three years of Western, I finally feel confident that I will be ready to leave, although I'll miss the environment and the terrific potential I always feel here. However I am not certain what I am going into, and somehow I think I am supposed to be preparing to do so. I also anticipate having bizarre eating habits as my roomie and I are failing our crash experiences in home economics and domesticity.

Senior year seems to be the apex to which we have all been working. I see it as an opportunity to explore--in an in depth manner--a topic which greatly interests me. The meaning of interdisciplinary seems to finally be ringing true as I am taking classes from four departments of the university - all of which seem so relevant to my senior project. The project itself does hold somewhat of an ominous air right now, but through structure and planning I hope to diminish that. I hope that this year will seem like a goal reached: socially and academically and at the same time a challenge - what Western has always represented to me.

I am totally psyched about this semester and this entire year. Things are really seeming to come together. I have finally begun to find the main campus classes that I have been looking for for the last two years. The mental block that has been plaguing me when I try to describe my focus and plans is lifting. I am feeling much more confident than I have in the past. I have also been feeling much more calm even though this may be my toughest year ever. I am looking forward to this year, but most importantly I'm beginning to look forward to the time when I leave Western. I can see great expectations down the road.

CLASS OF 1989 EXPECTATION STATEMENTS

(Written mid-year - Senior Year)

January, 1989

I hope my project turns out like I want it to. I hope I can find out what sort of work I can do and want to do after that G-word in May. I hope, I dream, I expect a lot of things, probably more than can fit into 5 minutes of writing. With my project I want to find a definite focus--so far the central focus keeps shifting a little bit off what I thought was center, first one way, then the other. If I could only figure out how to read the stupid project compass, then I could read for the project much easier. But, I'm not too apprehensive, because I know which direction I'm heading, although the "2 week schedule" of chapters due is rather intimidating. However, I have no fear it is the perfectionist in me that will force me to finish it all and even though in my mind it would be perfect, I hope, dream and expect that in the eyes of other people it will be a pretty darn good work and then the perfectionist in me can say "yeah but..." while inside I glow with pride at a job well done. (I hope).

Well, I guess this is the last one. I'm not worried about my project now, I'm more concerned with what will happen after I leave WCP. My biggest hope is that I can stay optimistic and excited about the world after leaving such a strong, centered program. I don't want to be disappointed. So many alums came back and said that they haven't felt the same kind of community since leaving WCP. That scares me. I've come to expect a tight group, a "home" feeling in school. I'm afraid grad. school will disappoint me in comparison with Western. This is the icing on the cake semester. I've worked through the bulk of the issues behind my project and now I'm just putting them into writing. I'm sure the writing will be a struggle, but I feel certain I can do it.

The project--that's basically my main hope, desire, panic! I'm constantly in the process of trying to get my shit together--well that's nothing new, and I suppose this is my most important semester. I need, want, will hopefully get a 4.0 or as close as possible and I have to, have to, have to JAM on this project--my mind is a bit unfocused on the project. I feel a slight sense of helplessness because I try to get work done and it doesn't happen. Well I really have to kick myself in the butt and this is obviously all just the same old same old. I have a lot of ideas about my project but I think what I really need is to seek and attain more advising from numerous sources...to try and play around with more ideas. Also, I just need to run through my project and just write and write and write for a long time, then I might feel that I'm getting somewhere. Getting somewhere is what it's all about to me. Power writing is where I see myself in need. Both in macro and micro. I need a major amount of writing to be done and I need it to be good quality. Also I'd like to go skiing before winter is over.

So, new semester! Last one. Excited, nervous, self-doubts, same as usual, but now with the realization that I have much less time to complete my work. Can I do it? Yes. I hope so. I have no excuses-- My plans are: to read certain key books (which I have in my possession), write an essay on the context of my project, organize my autobio. notes. Mainly I have to make good use of my time.

This semester I hope to plan my career and to get in the door of social work and counseling field. Since this is number one on my list, I guess number two would be to get the project done and put away and, finally to have fun with my friends. It will be sad to leave them in May, but I feel it is past time to get out of here and into some exciting new things. I'm tired of school and am really psyched to move on. Other than that I just plan to take one day at a time, not worry about silly things, and enjoy myself as much as I can. Being happy is the most important

One last time. I am hoping to enjoy this semester, this life experience. I have adopted a new attitude which allows me to give up some control--or rather attempted control--over every minute of my life. I want to enjoy my project, my apartment, my friends, my classes, because I know this space and time will never come again. I have to keep reminding myself that I can enjoy this time even as the pressure of graduation, job hunting, and completion increases. Actually, there are still a few moments left to write and so I continue to scrawl. One minute left of Western free-writing time. Seize the moment! Oh, but I have nothing left to say.

Well, this is it--the last one--and I have nothing to say. Well, actually I do have lots to say. It's a matter of where to begin, I guess. Graduation in May--I'm too young to graduate and certainly am not ready to deal with the real world--but you know, I'm not real enthused about staying here much longer either. I didn't realize that until this morning when I was standing in line, waiting to talk with the chair of a department--fighting my ass off for a class. I'm tired of these politics, these games, these injustices--I knew that permeates everything, everywhere you go--but I'm not ready to move on to being an idealist again--what I want to do, and what I should do--two big huge differences. Now I think I'm beginning to understand that I have a choice and whatever I choose there will be consequences, so I'll end up paying/suffering for or benefiting from my choice ()--that's scary. Hmm, what do I want to do?

My hopes, dreams, fears, expectations on command--what? What am I going to say. I enjoyed my 1st writing of this project. Now I don't know how to keep going. I'll have to seclude myself for a short while to get a few things accomplished. But the rest of this semester shall be full of friends, and good times. Many memories are in the making. Oh, what am I going to do with my life? That is the most difficult question to answer. Ughh. I'm scared, nervous, suffering through great angst, excited, anxious, and not ready to begin this semester. For the first time in my college experience I haven't been ready and waiting to arrive on campus after break. I now that this is the beginning of an end to 4 wonderful years of learning and sharing with the best of friends. I fear long jags of crying creeping up at inopportune times--I'll have to find some way of not getting depressed about graduating. I'm just moving on to another adventure. These 4 years have been challenging and life expanding but it's time to move on to other places and do other things.

I hope to graduate in May and finally start to get into the "real world." It looks like I will be going to work for an insurance company, either Cincinnati Insurance or Westfield Company. I'm not worried about very much. I have more than enough hours to graduate and all I need to do is to finish up senior workshop. I feel very comfortable about my project because I have been working towards the completion of my senior project for three years. I have a good deal of background knowledge and all I have to do is put it together in some kind of organized form and I will be done. I hope I can find a good advisor.

I fear I am behind on my SP, but am eager to set to work on a more routine, organized basis and get it over with. I want to relax and enjoy this, my last semester, despite the workload. I've tried to structure my classes and extracurriculars so as to allow for steady, un-panicked work. I really don't want to study anymore--at someone else's pace--but I'm interested in the classes I've enrolled in. Summer and post-graduate plans are worrying me, but I hope they will fall into place. I'm beginning to feel distant from Western, and the gap between acquaintanceship and fellow Western majors is frustrating my friendship needs. I'll be glad when it's all over, but I don't really want to leave. I can't believe how much I've changed these few years, but I'm glad of it. Quite.

Write for five minutes... What's all the hubbub anyway. Well semester break was great. 3 weeks to redirect my project focus, gain some career plans and contacts and work on the project as well as time by myself. I am full of energy and inspiration and fervor to do well and graduate. I am also becoming more and more aware of the painful separation from Western Community [proper] and most of my solid friends--separation, I hope, is only temporary. In examining and critiquing the medical system, educational and governmental system and systems in general, I'm becoming very enthusiastic about finding one and operating in--not within--the confines of four walls and narrow definitions of job titles and responsibilities but in a truly interdisciplinary fashion. I've become so addicted to information. Anyone out there who wants to donate money so Hunter Smith can get a computer and modem please send the check to 4424 Smokerise, Stow, Ohio 44224. I'll be sure to respond personally. Of course, if I'm in Tanzania, I'll get the news a little late. Oh, big decisions are coming. Am I scared? Yes! Am I ready? Yes!

OK, OK, OK. This is fine. Had a nice day. It's almost over. Trying to come to terms with my undirected life. I'm not with ambition at this time about work. I want to hang out and see places. Having to think about my classes is the past and whether I've really learned much or not--I have, it has been interesting. I don't know, I thought about school and learning and doing something else all break and I'm ready for it. I'm going to like my classes this semester and go out in a blaze of glory and hopefully regain some lost pride. Thinking of changing my format--it seems like a wise thing. Give me more freedom to go in different directions at the same time. My life is just like my project, not directed in at my particular path, but it'll be OK. Probably beyond OK, towards impressiveness. I want to be proud of what I'm doing, will have done and I am seeing that I can do that. A little shift here, change here, it'll work. Talked with a friend from home over break about what I'd do if I could do anything: (this is for right now) DJ at oldies station; own a very small restaurant, live on the beach on my own and make things, restore old houses--painting, refinishing, etc., river guide--paddler extraordinaire. But, if I was a program director for a country-western station, I decree that Kenny Rogers was allowed.

I will continue to feel good about myself despite how I felt when I woke up this morning. I'm worried I'll be unable to focus as well as I'd like. Like right now, I'm trying to focus and it's not working. With Senior Project, I plan to do this--feel/be more empowered in the writing and presenting I do--why can't I keep writing? I plan/hope/expect/want to be more focused. Focused. Maybe "focused" isn't what I need to be--who's making me feel that way--this academic environment pressures me that way. Here's a way to focus and define. I want to have my Project be a way to represent and define myself. Something I've done that's about me and has implications for others as well.

I've got a pain in my chest...I'm only 21...Am I having a heart attack? I don't know about hopes and dreams, but I do have several fears at this point in time...I feel myself getting older in all kinds of ways--emotionally, mentally, physically--and I'm not sure that I like it...When I was a teenager I couldn't wait to get older and get on with my life...now I find myself desperately hanging onto the last remnants of my youth...school is really bothering me right now--and this is my last semester...I'm afraid that I'll graduate and think, "Gee, if only I'd had more fun my senior year." I don't want to grow up...I don't want to get old...I don't want to work...Once again, I'm only 21---what's it like to be 40?

I hope I can finish. I fear that I won't. I dream that I don't really have to do anything, but I expect that I do. So what I really want is to be finished with everything tomorrow--to know where I will be going to graduate school and that I won't be too poor. I think I will do well this semester. I feel pretty good except for a slight feeling of dread in the pit of my stomach. It's kind of like I am dreading everything yet it is nothing too. I feel tired and a little bored with my project. It must take a different turn to re-excite me. I hope that it will--soon! Boom--the Bengals were really great yesterday. I hope they win the Superbowl! Then maybe Boomer will let me wear his ring sometime. It's an idea anyway, eh?

My hopes are to please myself. Last semester was ridiculous. I will this semester put together an awesome project. The photographs will be one theme man vs. man-made, each one making a statement or saying something. I hope to get into an agency/magazine in New York doing some kind of work. I will build a network so when I finish my graduate studies (2 years) I will hopefully be able to obtain an assistant art directors position. I feel my business background has already and will help me in the future in my chosen career field. The combination of the business and art will help me sell myself. I plan on having fun with my project this semester. I'm excited about it but I'm not excited for anyone (advisor) to critique it unless they understand it.

I've written for information on the history of nursing homes...when they began and by whom. I have the information on the importance of the physical environment to humans in general and also the aged. It is just a matter of putting it down in a cohesive manner. I have had many people ask me to send them a copy of my paper when I am finished. This is exciting but also very scary. I went to several libraries while home on break. The main Toledo library, the University of Toledo library, a branch library. I could not find one with information on the history of nursing homes. That is why I've

written the government agency in Maryland. My parents suggested going to a local nursing home for this information but I figured that they would have their own history--I needed more of an overall look. Apparently nothing has been written thus far on the history of nursing homes.

Here we go again--for the last time. Hmm. I have very good feelings about the semester ahead. My project is shaping up and my classes--if I get into them, should be stimulating. I'm looking forward to interacting with people--aware that it will all end soon... The anxiety comes in when I think about post graduation. As usual, I have difficulty planning so far ahead. What will I do next year? It seems that the question which has been thrown at me for 4 years will be played out, that is, what will you do with a Bachelor of Philosophy. Unfortunately, I have no idea what's up or how it will be played out. This should be interesting, although Western has taught me to ad lib well in last minute situations. Hmm, what else. I look forward to returning in 5 years for the next reunion to see what we have all done and what has become of these 5 minute writings.

This is it! SENIOR SEMINAR LAST SEMESTER! It hardly seems real. I hope to survive, maintaining my high academic expectations of myself. I hope to appreciate Miami and its people, for I know it will never be the same to me again. I fear, more than anything, my SENIOR PROJECT. That fierce object looming in the not-so-distant future. It is starting to become a part of me, and I want to love it. So much remains un-researched, un-written, un-edited. Western has been a great experience; I am proud to let my affiliation be known. I have learned to read, to really read, to think, to write, and to analyze. I have gained a greater appreciation for my peers and what I can learn from them, and hopefully they have done the same for me. The path of intellectual development I have traversed could never have been anticipated 3 1/2 years ago; I am grateful for this experience.

This semester I am looking quite forward to completing my S.P. I will still have one semester left after this one, but it looks to be a semester of interesting classes. My project seems to be going well, though I probably didn't put as much time into it as I should have. But in the end I assume that it will all work smoothly and culminate in a glossed end product. This semester is also filling me with a bit of dread as I am taking 19 hours and working about 15-20. (Gotta pay those bills!) I foresee a lot of hours spent intensely studying due to the crammed time schedule. But I have always felt that I work best under pressure so I expect that I will do fairly well in the long run...to be honest, my biggest fear is that I'm getting my wisdom teeth out this week and I am terrified. So there you have it MY BIGGEST FEAR OF THE MOMENT!!!

I'm excited. This semester is it--the culmination of my Western College experience. In 5 months my project will be completed. Right now I feel that I'm building up momentum for that. I feel ready. But now May 8 is starting to appear in my future. What to do after graduation? I have no plans yet. I've received a wonderful education, I've learned to become thoughtful and creative in my 4 years, I've expanded incredibly. I don't want to lose that. I want to find another community somewhere where I can challenge myself with ideas. I want to stay in academia, but without all of the pressures of meeting deadlines. I love the ivory tower, but I need a break from the stress.

I hope I graduate in May, but right now I just don't feel like worrying about ANYTHING. If I keep my present pace, I'll end up sick--screw it, nothing's worth this. Vacations are no vacations--I want to sleep 'til May. Who will have me/hire me? I guess I'm qualified to manage hamburger flippers. No, I'm not a business major. Oh, sure I can wear a suit under a nice wool dress coat and talk a good line for 30 minutes, but it just isn't the way I want to live. Be a professional student or become a teacher. Great, avoid facing my own social inadequacies.

This semester doesn't really matter because for all intents and purposes my college career is over. All I have to do is pass everything and I'm set. So I'm not going to worry. I'm not going to stress out about any of this because when you get right down to it it's just all pretty trivial. In five months I'll be a college graduate and soon after I'll have a job and I'll be starting another phase in my life. I don't know what I'm going to be doing or where I'm going to be.

I'm awaiting mid-semester--getting going with classes, maintaining the momentum. I did a lot of research over break and I'm attempting to work it in with the other portions of my project. I'm worried about timing. There are several external factors which divert my attention from the project--usual just because of a due date. Most of the current things I have discovered have been expected. This is comforting cause it re-inforces my hypothesis and shows that I am on the right track, but the "a ha" experience occurs less frequently. The project has become more work like routinized, mechanical.

I need an extension for the first chapter as I am gone for the next two weekends with debate and am doing research for debate during the week as well. Other fears...feeling pressured to get this first chapter (2nd) done in two weeks. I feel OK about the project. Just got accepted to law school, so that worry now subsided for awhile. Other than that, everything is OK--not much else to say, really. Let's see...excited about debate, excited about innovative jurisprudence--wish I had tailored my project to include innovative jurisprudence, but ex post, I suppose. Pressure is building, at least for the next two weeks, until we start debate and I finish this first chapter. Need to get moving on it so I can devote time to debate research, which needs to be done if we are to avoid getting our faces crushed. Need to call Yale to see if they can speed up their decision, a lot of stuff to do--pressure...not much else to say...what's for dinner? Chili, spaghetti--go out? No, too much money, maybe I'll have ham sandwich--decisions, decisions, decisions...too many of them...

I feel comfortable with my project and the work I'm doing. By December I finally came up with an outline of my project and over break worked on my next chapter--an introduction to the fictions of Jean Rhys and Kay Boyle. In this chapter, I want to situate their writing in the twenties and thirties--provide a context for their writing and to show what's unique about their writing. I've got a draft of the section about Jean Rhys's other work (about 5 pages) and bits on Kay Boyle and some notes on the cultural and political climate of Europe in the twenties and thirties. Today I read The Left Bank straight through. It ws Rhys's first book--a collection of short stories. Really sad stories--her concern for humanity, especially women, is real evident here.

I am excited to get going--to take off, to explore and develop my project to the best of my ability. I am deeply concerned with my future, but I am trying to take life in--one step at a time. I think after I graduate I am resting for a year--do some personal research, travel, earn money. Senior project is not an insurmountable reality--I am on my way and really starting to enjoy my work. My goals are so far-reaching that sometimes I have a hard time being comfortable in the present with all its ambiguities. Planning ahead is my biggest fear--worry--so I'm trying to focus on my project as an end goal, as well as a small step in my career process--it takes the pressure off of this effort to be an end-all. I try to have all the answers--I want to do the right thing--I want to also take risks. I seem to be working for two different mind-sets (at the very least) all the time!

It's hard to believe that chapter 2 is due in 2 weeks--we're almost half way home! Revising should (hopefully) be the easy part too! I revised my chapter one a little over break. I really think I need to give myself some extra time so that I can step back, set down my work for a while then pick it up and start fresh. Things that didn't seem to flow well now flow. I hope that I have the time to do it again when I'm finished. I guess I have to teach myself to make the time. I feel that I might have some difficulty with some of my research from here on in. I just don't feel that the information that I'm looking for is out there, so I might have to take a turn somehow! I will be very thankful when it's finally over, presentation and all. But I honestly feel that I'm finally getting into this.

At this point my project is coming along well. My only hope is that I don't run into any major setbacks. Other than that I feel really good about my project and don't see any complications at this point. I do feel a little bit reserved about starting the main part of the writing. But I think that's just due to thinking about it. Once I get started writing it should be OK.

I fear this feeling I have today of meekness, loneliness, a feeling of returning to academics, leaving behind security of close friends. I dream of a job, of life beyond graduation and with such a long term focus the daily doldrums of book buying, readings, even the senior project diminishes in importance to the opportunity that lies beyond. I expect to not be satisfied with my final draft senior project, however I don't concern myself with doing a bad job, just expect to experience the reality of the eventual project and not attain the starry-eyed ideal which I'd dreamed of. I hope the writing will come easily and the necessary time management to boot. I know what I'm capable of doing--both responsibly and not and thus fear that the latter will arise, falling victim to prioritization, avoidance, and the attitude of a final semester.

I hope that this is the last time I write one of these. However, beyond this immediate problem I really hope to have a job by the time I graduate. I don't really care what it's in but I feel a need to work. Additionally it will be good to be out of object poverty. At the moment I am also terrified by the prospect of taking a job and finding that I can't stand it. I really don't know what I would do in that situation, but I know I'd be miserable. I'm also afraid that my apathetic attitude will set in and I won't complete the senior project. Fortunately, recognizing the possibility of this occurrence is the first step in preventing the scenario from happening. The biggest hope I have is of course that I win the \$10,000,000 lottery from Publishers Clearing House, because then I don't have to worry about my other hopes and fears for a long time and I can procrastinate to my heart's content. Although I believe it is highly unlikely I'll win, one can always hope.

Hopes? Fears? If I just think about Senior Project, I'm not worried. The project is going well and it makes sense. Outside of this, though, it's all very tentative. I know I don't believe in planning and worrying and living for a future moment, but regardless I'm a little scared about what I'm going to do. Graduate school stuff seems to be falling apart around me. I can't find very good programs. Deadlines are zooming by. I don't have a language for the languages requirement. Aah! What to do. If this doesn't happen I can always work for a year--but where? doing what? BUT...if I can get stuff to happen, get it together--I'm quite hopeful about what I'll be doing. I think I can do a good job in graduate school and can do some important things. I think one day I'll be a good teacher.

My goals for this semester are somewhat different than what they have been in the past. One of my top priorities is to locate post-graduation activities. As it stands now I am not going to Graduate School. I'm attempting to locate either a summer internship or actual employment. As far as my project is concerned I am having a little trouble motivating myself after break. I plan to work a great deal on it over the long weekend coming up and perhaps I can throw myself back into the heart of the project. My other classes look very interesting this semester but two of them are English Literature classes so the reading load looks pretty heavy.

Hopes, Dreams, Expectations, Margaritas, only 14 hrs this SEMESTER, YEAH, YEAH, YEAH, boy, this may be the easiest semester yet...the only thing really on my mind is the Duras piece. I hope I get 6 hours credit for it. I hope no one minds that I will be at least 5 minutes late every Thursday. I hope I get this second piece done--the short story...those things are so much harder to work on than a non-fiction piece.

Fears and hopes for 1989 and beyond? That's a big topic, one I haven't really thought about to be honest. I don't fear senior project or graduating. I may worry about this or that, but fear no. I just want to enjoy this semester and make the most out of it. It is kind of a semester of waiting. Waiting to hear from graduate schools. It's somewhat timeless. I'm still enthused about my senior project--I want it to be good. It isn't yet, but I'm working on it. All I want out of this year is a smooth, calm, enjoyable semester. I don't want to worry. I want to have realistic expectations. My senior project isn't my life; school isn't my life. I don't want to get carried away about being a senior and graduating. I look forward to next year. I'm not saying anything wonderfully deep or philosophical--as I said I haven't really placed my thoughts on hopes, dreams, fears, and expectations. Just come what may. It is too late now anyways--I've got this project and I'm going to make it work.

Well, write. Okay...Let's suppose, just in theory, that the semester actually ends on a happy note and S.P. gets wrapped. That means a move. Reality. Trying to make it as a writer, survive, pay bills, and not, repeat not have to work as a pitch preparer/or an Estate Planning firm or a Copywriter for some godless ad agency. I suppose that's the recipe for the rest of this semester. 1/2 anxiety over S.P. and presentation blended with 2 tablespoons of fear of the post-collegiate world. Odd, I suppose to see this place as safety, when in reality all it is is the absence of risk. Yes, I suppose that could be defined as safety, but without risk there can be no victory. Should I more straight to L.A.? Should I interview with Disney? Will Ch. 2 be as truly expository as I hope it will? And right? Is it fair to say that America has died and the laughter is just noise from the wake?

I hope to finish my Senior Project, more importantly I hope to get something out of it, "learn" something! Also I need/want to make up my mind about what to do with life next year. It holds a lot of promise but I don't know where? I want to do so much. I don't know when or how to go about it all. Graduate School, work, what?--someone just tell me. I am excited about this semester and my classes and other things I am doing so all that is going on is exciting. This 5 minute writing thing is getting boring but I hope to be able to talk about many of these concerns in class.

CLASS OF 1989 EXPECTATION STATEMENTS
(Written End of Year - Senior Year)
April, 1989

I want to move to an apartment, buy a kitten and eat out every Wednesday night. I want friends in the wonderful variety that I have established in four years. I am scared. I want quality in life not long hours and an acid belly. I want to be able to wear hot pink and purple cotton to work--no nylons. Black for long, noisy, creative evenings. I loved Western for all my time here even when I could not bitch loud enough. I know I will not fit too well in the traditional real world. I guess it is time to blow that real world wide open. This is sad. I know there is a lot of excitement just waiting to happen but first I would like to kiss all my friends and take a nap.

Hopes--to get out of Oxford. Dreams--to get out of Oxford. Expectations--to get out of Oxford.

Karl, I am so tired right now! You want me to write now... I can barely think about anything except sleep and I'm supposed to write about hopes, dreams, fears and expectations. Actually, I hope to get a job this summer and eventually be able to support myself--that's my dream. I intend to stay in close touch with my Western pals--or else I'll go crazy. I'm so afraid of the big wide world being full of main-campus Miami business majors that I can't stand talking to. I'll need to keep in touch with friends no matter where they go to keep my sanity. I want to travel and bike and go camping and get a kitten and still have a chance to go out dancing on a Friday or Saturday... I don't want to leave a college town where there are free lectures and happenings of all sorts weekly. I'm afraid of being lonely and spending all my money on long-distance phone calls or gas for the car. I hope I won't be living at home and I hope that my next employer asks me to write for 5 minutes about my hopes, dreams, fears and expectations. I feel this is one of my skills from my four years here!

I have plans to get a job in the area I have trained for throughout these four years, possibly beginning my own family in about five years, going and getting my Masters Degree in three years. This would be my ideal future (or at least the ideal beginning of my future). As long as I am happy, that's important. The fears I have are that my Western education won't get me what I want. I fear getting too involved with money and losing my direction in life, and I fear dying without making a difference. I hope that all I have met through Western will have healthy and happy lives and that we will meet again some day.

It's nice not to have to write about specific hopes, dreams and expectations--"I hope I enjoy SS II, I expect to have a focus, I dream about SEO." At last, I can be vague!! I hope that after Western I can apply my education, as well as continue my learning process. I realize that I won't have the same conglomeration of idealistic people around me, but I'm not worried. After four years of college, I've grown so much. I've been able to define myself so much since writing for five minutes back at summer orientation. I have a better grasp of who I am, what I can do, what I believe, what I want to do, etc... Now, all that remains is to carry it on and keep growing. I guess here I could become all mushy and sentimental about Western, but I won't. I do know, however, that I will miss the redbuds in the spring on the bridges. And so it goes.

Well, this is it. I fear nothing. I hope I can act. I expect things will change when I leave Oxford. Blah. Blah. Blah. I hope to do a bit of reconstructing on all the things I've deconstructed. Blood, guts, other items; I hope to keep taking public risks, keep actively shitting on the system, and after all this honesty, I hope some people will still like and respect me. It's been a hard year, but that's OK. Good luck.

Mostly I'm scared. Leaving Western is like jumping off a cliff. I was laying on the table in the writing center last night, looking straight into the white fluorescent light. I heard someone playing piano down the hall. I thought "I'm done! I'm done!" and then there was nothing. Now what? That seems to be the big question. I mean, I have things to do, but Western is an identity. It is much more than something to do. Who will I be now? It's lonely. I don't want to leave at all. No. I take that back. Part of me wants to leave and part of me will really miss the safety here. This is home to me. Well, that was a lot of fears, now some hopes. I hope I can find a place I feel as comfortable in as Western. I hope this isn't a let down, but instead an exciting adventure.

Life after Western? Politics, politics, politics. The only important things are power, knowledge, truth, justice, freedom, etc. Big issues swallow me up. Yes, I'm slightly afraid. What if people wake up one day and realize that all of their stupid assumptions which they killed others for are wrong. What if the Great Big American Dream is a farce? Thank you Western for my cynicism. Thanks for enlightenment which is sometimes as painful as inserting and then removing a barbed fishing hook from my hand. (Good metaphor, I hope you appreciate it.) I'm relieved at being "done" (or more so "well done") but I still question the meaning of it all. I don't feel any closer to the answers, just closer to process; maybe that is the answer. This stupid five minute assignment has been like a chancre for the past four years--oozing, seeping. Petty authority structures and power politics were my baptism of fire into Western, my exodus and what I'll find in my future.

This summer I intend to extend my "co-curricular" interest in socialist politics through working and traveling in West Germany and Switzerland. A second language, esp. German, should help my study of radical political philosophy--and Freud. In the fall I hope to work for some political action organization--Greenpeace or DSA--just enough to support myself so I can volunteer at a pedagogically progressive community school in the Puerto Rican section of S. Chicago. This should expose me to "diverse" groups, make me aware of how my white, upper-class maleness has benefited/is benefiting me, and give me some ideas for what to study (or not study) in graduate school. Applications loom all too soon, but I don't want to rush into another rigorous academic experience unprepared. I'm excited about getting out of the mid-west--Europe!!!--and so may end up in California or Boston.

Hopes: That Nostradamus' prediction that I, Will Standley, will be celebrated in the year 2000 as being the most fabulous individual in the universe. Dreams: I keep having this recurring dream where I walk into a restaurant without any pants on... Fears: That at some point in my life I will have to do another one of these free writings... Expectations: To some day be solely responsible for achieving world peace, finding a cure for cancer, and establishing penalty-free parking areas for ALL STUDENTS.

Allo! Well I guess it's time to do this just one more time.....um....I plan on RISING....I am going to be a superstar, yea right and where's your ego today? First, I plan on buying some more toothpaste and getting a new pair of glasses. Next I am busy....work I will be starting from the ground up on one end---I'll work at a book store and/or music store and let that happen. I plan on recording and copyrighting 100-odd original musical compositions and several other written projects including short stories and poetry. Connected to all this is my plans for continued benefit concerts. I will be around the Oxford area for the rest of this decade/1989 and I will organize OXAXID IV. I plan on expanding my benefit shows to Cincinnati and Dayton on a bigger scale. BANDS ACROSS AMERICA--huh--pretty good idea Karl. Next, after a good year or so--I will go back to graduate school to work on film studies and creative writing. And of course, music.

A friend of mine gave me a copy of a Sunday paper cartoon. The character's name was scratched out and mine was imbedded into the panels. In the cartoon, the first person asked the second whether he thought the world would be filled with prosperity and happiness or strife and struggle. The first character proceeded to question her goals, expectations, fears, etc. She furthered her questions by asking if the road would be rocky and steep or scenic and smooth. To all her questions, he offered his answer. He said yes.

Oh boy. One more time...I hope/plan to mellow out. Gaze at bats through a night scope, count baby bats, cave, and party for a few months. Then maybe I will think about resuming work in political science-type fields. Type resumes and applications...wait by the mailbox and telephone and hope. Oh, and if all else fails, take GREs and go to graduate school. Eventually I'm afraid I may not make enough money for basics like health insurance once various temporary jobs are over, but I suppose if I can move to D.C. I should be able to find something in my field to do. Fear=flipping hamburgers, waitressing, selling ANYTHING! I hope I don't have to leech off my parents too long, but I owe more money than I have. Can't afford independence just yet.

I hope I get a job. I dream of getting a job. I fear I won't get a job. I have expectations of getting a job. I'm tired of school. Someday I might go back and get another degree, but not now. Four years has been plenty. Actually, it's been seventeen years non-stop if you count kindergarten. I could use a break. I look forward to getting a job because I think that I'll be able to focus my energy more than I ever could in school when you have a hundred different unrelated things to do at once. Not that I think work will be a cinch, but at least I'll be getting paid for it.

Leaving Western, it's just now starting to sink in that I'm leaving this place for good or will in less than two weeks. I haven't really thought about the future because I've been too busy with the present. I guess I fear being alone. Summer vacations have always been very unstimulating and boring. I fear that the rest of my life may be one big long summer vacation. I fear that I may become an alcoholic cynic who wanders around mumbling to himself and frightening children and small animals. I hope that I can keep my sanity for the rest of my life and I hope my death isn't painful or protracted. I dream about the promised land where I will eventually have all my shit together, but I realize that I will never get to the promised land.

Future hopes, fears, dreams and desires are somewhat null at the moment. I hope to find a challenging job. I fear moving back into my parents home for a short period of time. I dream about graduation day actually occurring. And I desire a four-month vacation on a tropical island to recover from 17, actually 18, years of schooling. The real scary part is that after those four months I think I'm going back to school. Will I ever finish? Can one ever finish? Does an education have to be learned in a classroom? I'm hoping that the "real world" will be the continuing education I need and want.

I haven't let myself think too much about life after college. I've come so far since my first day here. It's scary to think how much further I have to go. I've overcome The SEO, The Project, The Presentation. But none of that seems to count for much in the "real world." Employers probably won't care too much that all that I've accomplished at Western. They'll want to know what I can do for them. I've geared all my work toward personal achievement satisfaction. I'm not sure how I can make an impact on other people. I like school. I know what to expect, what I am capable of. That's what I'm experienced at. Now I'm starting all over again, just like four years ago. When I think about it, I get scared. The solution: I don't think about it.

There is a certain tendency in my life to devalue the recent past. I always want the next thing, don't give a damn about what it is. Left feeling always like I'm waiting to begin. Waiting for what? For the moon to explode... It seems that not knowing what I am going to do next (always, all the time) is just fine. It doesn't really seem to matter what I do in name. It's fairly clear that certain pre-occupations, certain obsessions will continue to be played out. I know what I want and there aren't any strategies or tactics to be pursued for it.

I'm looking for a little excitement--moving to a big city and honestly do not feel sentimental at all about getting out of here. Maybe I am supposed to. Maybe I should gush about Western and being sad/afraid about leaving. After Western comes California. I want to make a little money, eat lots of Mexican food, and be happy. Not too much to ask/expect/hope for/fear/dream [about]. No more humidity/snow/brown fields/papers/Pearson/hopefully not the same bullshit over and over again. Life after Western looks sunny to me. Oops, I put my pen down before Karl called time---well, this is the last time.

Life after Western...is there one? Actually, I'm glad to be finishing up here. I'm ready to move on. Like many others, my plans are very ambiguous. The good and altruistic intentions I'm leaving here with will no doubt be less clear the more involved in the outside world I become. I do feel I have spent these years well. I am looking anxiously forward. I see several months of ambiguity ahead. I finally began filling out applications and I hope something comes up because I hate applications. It's enjoyable in some respects to know that there is so much I may potentially do. At the same time, those prospects are terrifying. As with so many Western students, I hope to go to graduate school in the near future. I've enjoyed this intellectual play time too much to be ready to accept this end as final.

I hope that I may find happiness, love and fulfillment after graduation. I fear that I may not. In my dreams I see myself in a successful job, wonderful spouse, a large house on plenty of land. I expect that after getting a degree in Philosophy that my life will make a difference...in my small sphere if not in the whole scope of things. Life after Western...it sounds so dismal! I feel, though, that if I never accomplish anything else, I'd be satisfied knowing that I've gotten the education that suited me best, taught me the most and influenced who I am.

I am pretty comfortable with the next four years--a year off and law school. Although I imagine that could change rather dramatically as soon as I see what it means to be hungry. Right now, I need a summer job and some leads for jobs next year (or optimally, someone who wants to pay me to travel around the world). As far as life is concerned, I'm not really sure. I guess I am more inclined to worry about that during law school. I will be glad to be out of this artificial environment we call college (and Western) for it seems to breed some unreal ideas, but I suppose I'll miss the intellectual activity--hopefully that won't disappear "out there." I am hopeful that I'll continue to be curious and that I won't be miserable (what an original and creative hope!). I'm not really sure about dreams--those will wait--I guess what I'm trying to say is that I'm not thinking right now about anything beyond the next month. Ho-hum. Bye-bye Western.

It is a muddling combination of fear and anticipation of the unknown... The world outside is frightening in the fact that it is not protected. Here at Miami and even more so at Western, we are in a bubble. Nothing terribly bad or evil or nasty creeps in. (Exams withholding...) But the prospect of getting a job, finding an apartment, making a new home elsewhere is a scary one. At the same time it is a challenge. Needless to say, I assume that I will find the perfect career waiting for me just outside the door and all this worrying will be for naught. It remains to be seen, I suppose.

Life after Western? Unfortunately most of us are not pushed to think that far while we are here. I've been accepted to a top-notch law school for a year from this fall. The coming 15 months is the first period in my life which has faced so much uncertainty. Since I do know what I will be doing further down the road, I am finding it difficult to be too concerned with how I fill my near future (as long as it is out of the classroom). I hope that Western has prepared me well for law school. I anticipate that it has. I feel that my skills of reading, writing and critical analysis have grown enormously. I occasionally feel a little odd about my lack of concern with having a job which will pay very well. Many of my business friends point out my capacity to have such an occupation. I feel that Western has steered me away from such interests.

I want a job. I want to start off living in a nice climate--FLORIDA direction--yes--I want to be an art director for consumer product advertising. Say for example, Coke--Pepsi--Kraft... This is a good field to work up in many promotions, good salaries... However, I will be immediately taking a 1-1 1/2 month vacation to sit on a boat and just plain have fun. This, I'm sure, will get monotonous which will make me much more enthusiastic about working hard. Hopes. Dreams. I want to have a small family, go on vacation often, have a big dog with lots of character, live not in a city, but in a nice relaxed environment. Aspirations--to find one strong direction in the art field--graphics, illustration, photography...which I will.

Life after Western--basically what I'm concerned with is what I am going to go to graduate school for. I know what area I want to study but I am not sure of the best way of going about it. I hope to figure this out within the next year. Maybe some kind of job will pop up and will cause an unexpected change in plans--during the next year I will try to keep all options open.

Hopes, Dreams, Expectations, Fears--all-none--All I see in the future is promise. I have very few concrete ideas of what I'm going to do, but all sorts of ideas that are both challenging and exciting. Graduate School holds the prospect of avoiding a job while studying subjects that are of interest but a job or career could be exciting and it would be nice to earn money--support myself and live on my own. Many people fear leaving friends and the security here at school. If they are friends I will keep in contact and the security of school is only a state of mind--a rationale to relax, let us go forth with excitement and exhilaration.

I hope to get a job. I have a few contacts in Columbus that hopefully will pan out. If those opportunities fall through then I will be forced to start from scratch. I don't have any urge to go to graduate school at this time, but that is a definite option down the road. Right now all of this stuff is secondary because I am just trying to finish my main campus work and graduate.

Life After Western. (the blank line here is symbolic of a pregnant pause.) I've seen it; it does exist. Perhaps it's the alumnus status that throws us. Now we're crusty and old, and our identity is not students-in-process but veterans of Marxist-Communist boot camp/prisoners on a desert island. I think maybe life after Western is like seminar, but you do less reading from original texts. And you do less writing about thinking about your thinking about original texts. And maybe you develop hobbies, outside interests, have relationships with people who don't understand "ho-ho-ho" and your Gene and Nancy jokes, or maybe never even heard of Foucault.

All is dynamic fluctuation--will this energy of change ever cease? My new life, the routine of living at school, of living at home with parents is no more. New job, new location, new relationships, longer distances to college friends, deeper memories, more responsibility, less paternalism. Time to stand alone, to change and grow, to play oboe or not to play? What will be the questions? Where will my new job be? Over the rainbow. But I don't want to go to graduate school...not yet. Goodbye.

Greatest hope: President Bush and Vice President Quayle brutally harassed out of office. Greatest fear: President Dan Quayle. I just want out. I need to get away from the Ivory Tower and tour, see the real world. Fears. Yes, they are true but they're flooded over with relief. All in all I expect life to be a pain, but college was too, so... Who knows what's next? ~~Coldly~~ and tears and travel. Hopefully, I'll dodge the marriage bullet for a couple more years but the responsibility bullet is fast catching up to me. Real life has no footnotes but history.

Hopes? What is the meaning of the word? Fears?... At this point I have absolutely no concept of what will be happening in a few months from now. Ask me on Friday. I am hopeful. I predict that I won't starve within a year. That's more than I expected of graduation when I first came here. I might die in a car accident. I'll probably buy some music. Really, I'm sure things will go pretty well. We are of that few lucky percent who are born into a decent position. I have fears about keeping in touch with people.

I still never know how to start these things...OK, one last time...what are my fears, hopes, expectations? I guess right now I am just happy to be done. I feel finished and I want to go on from there. I am excited about starting graduate school next fall. I am looking forward to exploring a new place, learning new things. I just feel it's time to move on. I've loved my four years at Western, but as I said, I just feel finished. I think at this point my hopes and fears are so mixed together I can't tell them apart. I'm going to miss a lot of people, so that's a fear--fear of losing contact.

PROGRAM EXCELLENCE
1989-91 BIENNium

Proposal Abstract
(200 words or less)

NOTE: The Abstract does not count as a page of text or supplementary documentation.

Name of Institution: Miami University
Name of Degree/Academic Program: Bachelor of Philosophy
Academic Department: Western College Program

ABSTRACT

The School of Interdisciplinary Studies (Western College Program) at Miami University brings together insights from more than one academic field to study social, scientific, humanistic and artistic issues and problems. Its commitment is to undergraduate students — their personal growth, how they learn, how well they learn, and how they can develop problem-solving abilities that enrich society as well as their personal lives and careers. This commitment is developed through a core curriculum, individualized plans of study for all students, intensive advising, and year-long senior projects. Planned co-curricular programs supplement and enrich classroom instruction, encourage leadership in building academic community, and develop talents for social engagement.

The Western College Program has been cited often for positive educational innovation and for the achievement of its graduates. Recognition for the quality of the Program has come from a wide variety of sources including the National Institute of Education, Carnegie Foundation Report, FIPSE, and the Ohio Board of Regents Selective Excellence Programs. The program has collected detailed information about 90% of its 612 graduates of the past eleven years; it shows an array of attractive employment, awards, and advanced degrees. In annual alumni surveys, graduates rate the quality of the program far above national norms for alumni satisfaction.

Teaching and advising are complemented by active research, creative activity, grant development and service. During 1988-89 alone, for example, the eleven faculty published 1 book chapter, 8 refereed articles and 6 creative works, had 7 refereed articles and 1 book accepted and submitted 2 books to publishers. Faculty also presented 3 papers at international conferences, 27 papers at national meetings, 34 at regional meetings; 3 grants were received in national competition and 3 in state and local; 1 national symposia was organized. Several books were under development with 3 under contract. Historically, scholarly work has ranged from history of science to writing theory, aquatic chemistry and agricultural economics to landscape in the arts and literary criticism, biomedical ethics to medieval philosophy. Since 1980 external grant support received has totaled almost \$500,000, including funding by the National Science Foundation for aquatic systems research and field studies in Antarctica (each with student participation). Grants have included National Endowment for the Humanities awards, Fulbright Awards for teaching abroad, and awards from the U. S. Department of Education, Ohio Humanities Council, the Ohio Arts Council, and the Council for the International Exchange of Scholars to host Miami's first year-long Fulbright Scholar. Appendix A contains a list of current faculty members and their research interests.

The founding President of the Association for Integrative Studies is on the faculty and its Newsletter is published here quarterly. Executive Board positions are currently held in the History of Science Society, the Association for General and Liberal Studies (two board members), the Association for Integrative Studies and the National Writing Centers Association. The University Committee on the Improvement of Instruction has been chaired four times by WCP faculty since 1974 and the University Admissions Committee twice. The dean served two years as Director of the University Honors Program after chairing a University study team that successfully designed it, and chaired the University Liberal Education Forum that revised Miami's general education requirements 1985-89. The division organized and hosted the 1987 Association for General and Liberal Studies Conference in Cincinnati. Faculty members have served as reviewers for NEH, FIPSE, and NSF grants as well as for numerous professional books/articles/conference publications/presentations.

Western faculty have recently served as consultants on educational program development at the following institutions: College of Charleston, Earlham College, Butler University, Howard University, University of Cincinnati, Shawnee State University, New York City Writing Project, Northern Essex Community College, Clarkson College, Monmouth College (New Jersey), Yale University, Mount St. Clare College, Watauga College at Appalachian State University, Glassboro State College, Duquesne University, Keuka College, Utah Valley Community College, Bethune-Cookman College, South Carolina Commission on Higher Education, Hutchins School of Liberal Studies at Sonoma State University, St. Cloud State University, University of Hartford, and Howard University.

FACILITIES/EQUIPMENT: Located in a section of Miami's campus listed in the National Register of Historic Places as a liberal arts college since 1853, Interdisciplinary Studies is centered in Peabody Hall. This facility houses 166 students, offices for faculty, staff, and administration, seminar rooms, a lecture hall and theater, the Peabody Library, the Writing Center, a student microcomputer center, two faculty apartments, student service areas, art studios and other University offices. McKee Hall houses 79 students, classrooms and co-curricular areas. Boyd Hall houses laboratory facilities for natural sciences, classrooms, the Aquatic Systems Laboratory, a collection of scientific apparatus pertinent to the history of women in science, and other programs. (Ohio House Bill 798 provided \$2,000,000 for renovation of Boyd Hall, begun in 1988; work will be completed by January of 1990.) Kumler Chapel and Alexander Dining Hall host special events and a faculty/student meal program. The program is served by a Wang Office Information System for administrative and faculty use, two IBM personal computers in the Writing Center and a Student Microcomputer Center with twelve IBM pc's. Each faculty

member has either an IBM PC, Wang PC, or Macintosh in their office. In addition, faculty have access to an IBM AT and a Mac Ilcx, both of which are connected to laser printers and the university mainframe. During 1988-89 a quantitative reasoning/instructional computing lab (Funded by Academic Challenge) will be equipped and begin to function. An atomic absorption/emission spectrophotometer and related equipment for water quality research is in the Aquatic Systems Laboratory.

Writing Center. Partly funded by the Western College Alumnae Association, the Writing Center supports teaching of writing skills in every course. Staffed by a faculty director and trained peer tutors, the center offers tutorial assistance for students on a voluntary or referral basis, faculty support and special programs. Longitudinal research on student writing is in progress.

Scholars and Artists in Residence. Since 1981 thirty-four resident scholars, artists, or public figures have contributed to classes, conferred with students and faculty, and lectured for the University community. During 1984-85, Dr. Mwelwa C. Musambachime, Head of History and now Dean of Education, University of Zambia, lived in Peabody Hall as Miami's first Fulbright Scholar-in-Residence. For the last two years the division has established a weekly lecture series modeled on the "chapel" lectures of an earlier era. The series has featured both members of the Western faculty and a number of speakers from elsewhere on the Miami faculty, as well as visiting speakers of national stature.

STUDENT CHARACTERISTICS: 1988-89's 56 first-year students had an average ACT score of 27.1 (29.1 for those who requested the Western Program at time of application) — well above the already very high Miami average of 26. Applications for admission have grown steadily from 35 in 1985 to 81 in 1989. The division has been given temporary approval to limit the number of entering majors in order to preserve the level of faculty-student interaction; this has been done on essentially a "first-come" basis. For the past ten years, Western Program majors have consistently had ACT score averages at least one point higher than the general University average. The ACE/UCLA Cooperative Institutional Research Program evaluation instrument (1988) suggests that upon entry students selecting the Western Program bring diversity of educational values to Miami. In comparison to the total Miami university group and to the national select public university norms, 1988 entering Western Program majors show a profile reflecting:

- + A more serious academic orientation;
- + A stronger emphasis on social concerns and social justice issues;
- + A greater openness to diversity of people and views;
- + A valuing of the importance of philosophic and abstract issues over financial gain as the primary function of education.

Over 73% of the class report completing at least one AP course in high school; 60% completed two or more. 95% report being in the top ten per cent of their high school class. Students were also very involved in high school activities from sports and the arts to leadership and community service.

The Western Program has shown a steady increase in enrollment over the last four years with 2,839 credit hours registered in fall 1988 compared to 2,787 in fall 1987, 2,557 in fall 1986 and 2,216 in fall 1985. Entering majors and upper-division transfers have increased significantly. Retention rates have been very positive — the ratio of graduating-to-entering students since 1981 has been 87%, partly reflecting a positive transfer ratio. An individual tracking study of the entering class of 1979 showed a retention rate of 78% to graduation in 1982, with the University average that year 58%.

Educational Process Characteristics

STUDENT ACHIEVEMENT DURING COLLEGE, 1988-89 SAMPLE: Among 44 seniors, two were inducted into Phi Beta Kappa, two into Sigma Xi, two into Phi Kappa Phi, eight graduated cum laude, five magna cum laude, two summa cum laude, and nine with University Honors. Four majors received Miami Undergraduate Research Grants.

Three WCP juniors were inducted into Mortar Board. Two WCP first-year students were named Ohio Fellows. One Western senior was awarded the 1989 President's Distinguished Service Award in Community Service to recognize his work in organizing OXALD community benefit concerts. Two seniors won the Women's Studies Essay Competition Awards; several Western students occupied named Scholar-Leader rooms, and one senior won Miami's Hall Prize in Moral Philosophy for his essay. Three Western students were elected 1989-90 Associated Student Government (ASG) Officers — one third of the elected ASG posts. Appendix B gives a list of 1988 Senior Project titles.

Since 1986 the division has been involved in a longitudinal assessment project designed to examine the differential impact of college on students enrolled in the Western Program and those enrolled in other divisions of the university. Groups were individually-matched by detailed pairings of entering ACT score, gender, and stated area of academic interest. Appendix C provides the plan for continuing assessment activity and preliminary results..

PEDAGOGICAL APPROACH: Since all Western courses are team-planned and taught primarily in small group seminars, the focus is on keeping students actively engaged with course materials. All instructors are evaluated in all sections of Western courses each semester with a locally-developed instrument that gathers both qualitative and quantitative information. In addition to their classroom teaching assignments each instructor works with both lower- and upper-division advisees, plus six senior project tutorials during the academic year. Faculty are also engaged with students in independent study work growing out of topics in the core curriculum.

STUDENT USE OF RESOURCES: The Assessment Project has documented extensive involvement in the university by Western Program students. Western students report a much higher involvement in campus lectures, artistic events, and political activities than their matched sample reports. Because of the numerous writing assignments made in the curriculum Western students make heavy use of the library throughout their four years. During the senior year in particular, students make extensive use of the library, interlibrary loan, undergraduate research funds, (from the Undergraduate Research Committee, the Honors Research Fund, and the Western Alumnae Association. The division also staffs a writing center and hosts a computer laboratory; these receive much use for individual tutoring and for group workshops.

Educational Outcomes/Effects

ALUMNI ACHIEVEMENTS: Major awards for graduate study to Western students include three International Rotary Fellowships since 1979, a National Science Foundation Fellowship in International Relations, 1983; Fellow of the Council on Library Resources, University of Michigan, 1983; a Fellowship in Social Relations, The Hague, 1985. Two students were named Harry S. Truman scholars, two were Truman finalists, and one a Rhodes Scholar finalist. Alumni include the first Miami exchange students to Kansai Gaidai University, Japan, and to Zhongshan University, People's Republic of China; and English Fellow of the Japanese Ministry of Education, Izumo.

An extremely strong record of completed post-graduate work has been reported, particularly by women. Most numerous reported degrees held are M.A. (n=38), J.D. (n=35), M.S. (n=22) and Ph.D. (n=17). In alumni surveys through 1985 (with 77.6% response rate of all graduates), 62% reported holding or pursuing advanced degrees. In a 1986 survey (n=184), this additional information was obtained:

- + 22% of female alumni, compared to a national norm of 8% given by ACT, report that they either have or intend to obtain a Ph.D.;
- + 14% of male alumni, compared to a national norm of 12% given by ACT, report that they either have or intend to obtain a Ph.D.;
- + 23% of females and 27% of males have or will obtain a masters degree;
- + 12% of females and 14% of males have or will obtain a professional degree;

- + 97% of alumni responding report having taken at least one post-graduate course, and 75% report having earned more than 20 graduate credit hours.

Appendix D contains a more complete report on the Alumni Survey.

POSTGRADUATE EMPLOYMENT: In alumni surveys of 425 total graduates through 1985 with 330 responding, 62% (204/330) reported employment in 30 career fields. The career most often reported is management — in business, human services, and the arts. Health and human services positions are second most numerous. Other leading professions include attorney, media or journalism, and sales. Other examples of positions include: Chief Trader of the Foreign Exchange Department, Society National Bank of Cleveland; Manager of State and Local Government Affairs for the Cincinnati Chamber of Commerce; Assistant Professor of Economics, Williams College; Chef, Hyatt Regency Hotel, Cincinnati; Director, WBNS TV, Columbus; Director of Ohio United Synagogue of America, Cleveland; Editor, Hospitals Magazine, American Hospital Association, Chicago; Aide to U. S. Senator John Glenn; Appointments Secretary to Governor Richard Celeste; U. S. Supreme Court Reporter, Cable News Network.

ALUMNI ASSESSMENTS OF THE PROGRAM: In July 1983, 345 graduates were asked to rate their satisfaction in three areas: preparation for career; the WCP academic program; the quality of the total Western program including its residential aspects. The response rate was unusually high — 75% of possible respondents (261/345) returned rating forms and comments. Results were:

- + 83% rated preparation for career in the two highest possible categories;
- + 91% rated satisfaction with academic program in the top two categories;
- + 87% rated satisfaction with total program in the top two categories;
- + 47% rated the total program in the highest possible category.

With the aid of Program Excellence funds, the longitudinal study of alumni was expanded in 1986-87 using a detailed, nationally-normed alumni questionnaire developed by ACT and mailed to 400 alumni. The response rate was 46% (n=184/400), regarded as "extremely high" in professional reports on this instrument (particularly since we unfortunately did a bulk mailing during the Christmas season which meant many did not get their surveys until after the return date). Key findings were:

- + 84% compared WCP favorably to other colleges; national norm is 36%
- + 88% said WCP helped them understand different philosophies and cultures; national norm is 36%
- + 90% said WCP helped them understand interaction with the environment; national norm is 27%
- + 64% said WCP helped them recognize their rights, responsibilities, and privileges as a citizen; national norm is 22%
- + 70% said WCP helped them understand and apply arts; national norm is 28%
- + 76% said WCP helped them define and solve problems; national norm is 44%
- + skills acquisition was rated very highly: writing 85% (vs norm 40%); speaking 51% (vs norm 35%); working independently 78% (vs norm 54%)
- + WCP was rated significantly above national norms in nineteen categories — all but two in the survey; approximately at national norms in "organizing time," and slightly below national norms in "applying mathematics in daily activities."

See Appendix D for a more complete report on the alumni questionnaire.

EXTERNAL ASSESSMENT OF PROGRAM QUALITY: The Western Program has had external assessment built into its activities since its beginning sixteen years ago. In the third year of the Western College of Miami University, Howard Bowen, Theodore Newcomb and Joseph Katz were involved in the first formal review of the new Miami enterprise. Their enthusiastic endorsement led the way to the formal approval of Western as a continuing division of Miami University. Since that time a number of leading educators have visited and consulted with the Western Program including Joe Katz (for two additional visits), Zelda Gamson, Nancy Hoffman, David Riesman, Ernest Boyer, Donna Shalala, Kenneth Boulding, Phyllis Mable, Charles Tilly, and many others.

Appendix E provides a detailed account of eight external assessments of the Western Program made since 1985.

1986 Program Excellence Award

The \$120,185 received in the 1986 Program Excellence Award went to three major areas: the writing program; a review of the first-year curriculum, and an assessment project. Funds were also used to purchase instructional equipment including an overhead projection TV, videotape equipment and audio recorders which are being used in continuing assessment activity as well as in regular classroom instruction.

WRITING: Funds for the writing program were used to bring an external consultant, Mary Savage of Albertus Magnus College, to campus for a year to work with Geoff Chase, director of the writing center. They re-conceptualized and articulated goals and approaches to the teaching of writing in an interdisciplinary setting, and developed a series of workshops for Western faculty including an end-of-the-year workshop where they presented a four-year writing program proposal. **OUTCOMES TO DATE:** The four-year writing program (see Appendix F) was endorsed by the faculty and has led to a renewed commitment in the teaching of writing for all courses, first-year through senior. In particular, several changes were made in the senior project writing process. Students now have writing options in addition to the standard thesis or creative writing approaches. Last year several students chose to write a series of articles for publication in particular journals or magazines instead of an extended research thesis. This experiment proved quite positive and is being repeated this year. Internally, the division has also published a collection of first-year student writing, "What Falls Away", as well as five senior projects related to gender (used as part of opening activities for new students in the fall of 1989). Plans call for continued expansion of publication activities through the use of desktop publishing and laser printers.

THE FIRST YEAR: The review of the first-year curriculum, although an intense year-long process, came to focus in a one-week retreat in the fall of 1987 facilitated by two consultants, Nancy Hoffman, Associate Dean of the Harvard School of Education, and Sandra Kanter, Special Assistant to the President, Lesley College, and in a day-long followup retreat in May, 1988. **OUTCOMES TO DATE:** During the fall retreat the faculty developed a set of formal goals for the first-year curriculum. These have played a part in our course planning process and have helped us focus assessment activity. The goals (listed in Appendix G) represent a genuine agreement of the faculty and have helped guide the planning process of the college. Development of the divisional five-year plan was greatly assisted by the discussion which occurred during the fall retreat (Appendix H also contains a list of divisional goals for the next five years). Discussion of goals for the program's first-year curriculum led to the first change in the curriculum structure of the program's sixteen-year history. The faculty moved from a three-course, four-credit-per-course arrangement to a four-course, three-credit-per-course arrangement, with the new course the Applied Field Laboratory (AFL). The Applied Field Laboratory was conceptualized to connect with humanities and arts, social sciences and natural sciences through a variety of experiential activities. The course has taken different foci each of the past three years and has brought a spirit of experimentalism more strongly back into the program. This fall AFL is using a weekly lecture series and a set of creative arts activities to connect with other first-year courses. Students are keeping logs that link lectures and core-course seminar work, as well as exploring their personal responses through visual arts exercises related to other materials.

ASSESSMENT: A number of assessment activities were begun in 1986 funded by the Program Excellence Award. Appendix C contains a chart which lists the assessment activities engaged in during the last four years (the first of which was funded through Program Excellence). **OUTCOMES TO DATE:** With the information gained during the first year we were able to obtain a three-year grant from FIPSE to continue the project, allowing not only cross-sectional studies but also longitudinal ones. Information gained through the assessment project has assisted Western in obtaining two Academic Challenge grants, and has created a great deal of interest from other colleges who are starting

assessment projects. More importantly, Western faculty have regularly engaged in a review of the assessment materials and have begun to struggle with their implications for what we know about student learning, for the curriculum and extracurricular life. Over twenty presentations have already been made at national conferences on the Western assessment project. The Project Director has been invited to serve on several nationally-funded panels looking at appropriate approaches to assessment.

INDIRECT OUTCOMES: The Program Excellence Award also enhanced the student recruiting program for Western. Publicity associated with the award increased the program's visibility within Ohio and is in part responsible for the growth in applications and the rising quality of applicants seeking admission. But probably most importantly, the Program Excellence Award proved to be a very real morale boost for the faculty and staff because it recognized the intense commitment to providing creative interdisciplinary teaching that faculty have given. With the leveraging of Program Excellence funds to obtain additional grants through Academic Challenge, the program has been able to obtain two new faculty positions devoted to areas of academic improvement. These positions were used to strengthen instruction in laboratory science and quantitative reasoning. The area of laboratory science (always a distinctive aspect of the program) has been particularly enhanced by adopting a "discovery-oriented" approach which changes laboratory work from cookbook procedures to the heart of science: making observations, generating hypotheses and collecting data to test hypotheses.

Program Excellence funding has helped us renew the sense of energy, innovation, and intellectual engagement here. Faculty work with students and with each other has been fostered through the activities which the award funded directly. The Program Excellence Award has directly enabled the division to obtain additional funds at the local, state and national levels. These funds have allowed the program to continue development as a vital educational enterprise.

APPENDIX A

Illustrative Information, Interdisciplinary Studies Continuing Faculty Engaged in Classroom Instruction

MURIEL L. BLAISDELL (Associate Professor)

B.S., DePaul, Biology; M.S., Oregon State, Biology; Ph.D., Harvard, History of Science (1976). AREA: Natural Systems (Science and Society). Affiliate in Women's Studies. SCHOLARSHIP: "Mainstreaming Science; the history of science in a Liberal Arts Curriculum," Liberal Education, Spring, 1984; "Natural Theology and Nature's Disguises," Journal of the History of Biology, Summer, 1982; "Ann Haven Morgan," Notable American Women: The Modern Period, Harvard University Press, 1980. Book reviews in Choice, ISIS, American Scientist, Journal of the History of Biology. Consultant in interdisciplinary science curriculum and liberal education. Member of the Visiting Committee for the History of Science Department, Harvard University, 1988-1989.

GEOFFREY W. CHASE (Associate Professor; Director, Writing Center)

B.A., Ohio Wesleyan, English; M.A.T., Miami, English Education; A.M., Boston College, English; Ph.D., Wisconsin, American and British Literature (1981). AREA: Writing Center; Creativity and Culture. SCHOLARSHIP: "Accommodation, Resistance and the Politics of Student Writing," College Composition and Communication, 1988; "Problem Solving in the Writing Center: From Theory to Practice," The Writing Center Journal, 1987; "Helping our Students Change: When Bad Writing Becomes Good Writing," The Writing Instructor, 1986; "Small is Beautiful: A Plan for the Decentralized Writing Center," Writing Lab Newsletter, 1985.

R. HAYS CUMMINS (Assistant Professor; Director, Discovery-Oriented Laboratories)

B.A., Louisiana State University, New Orleans, Biology; M.S., Louisiana State University, New Orleans, Biology and Anthropology; Ph.D., Texas A & M University, Oceanography (1984). AREA: Discovery-oriented laboratory development; Natural Systems. SCHOLARSHIP: "A numerical model for the formation of fossil assemblages: Estimating the degree of post-mortem transport along environmental gradients" (co-author), Geol. Society of America Abstracts, 1989; "The use of the molluscan life and death assemblage in the analysis of freshwater benthic communities in eastern Ohio," Ohio Academy of Science, 1988; "The rate of taphonomic loss in modern benthic habitats: How much of the potentially preservable community is preserved?", Palaeogeog., Palaeoclim., Palaeoecol., 1986; "The size frequency distribution in paleoecology: The effects of taphonomic processes during death assemblage formation in Texas bays," Paleontology (London), 1986.

CURTIS W. ELLISON (Professor; Dean)

B.A., Alabama; M.A., Minnesota; Ph.D., Minnesota, American Studies (1970). AREA: Academic Administration, Creativity and Culture. SCHOLARSHIP: "Creating Structures that Sustain Vitality for General Education Reform," chair of roundtable and panel presenter, Association of American Colleges, Washington D.C., 1989; "Leaders of Educational Reform: Roles for Presidents, Vice Presidents, Deans," invited panelist, Project Directors Meeting, Fund for the Improvement of Postsecondary Education, Washington, D.C., 1988; "Creating Structures for Reform of General Education," panel chair and presenter, Project Directors Meeting, Fund for the Improvement of Postsecondary Education, Washington, D.C., 1988; "Taking Stock: A Roundtable Discussion on General Education," Liberal Education, November/December, 1988; Invited participant in Association of American Colleges panel convened in Washington to consider how the current general education reform movement is affecting campuses, Washington, D.C., 1988.

WILLIAM J. GREEN (Associate Professor)

B.S., Pittsburgh; M.A., Pittsburgh; Ph.D., Virginia Polytechnic Institute, Chemistry (1970). AREA: Natural Systems. SCHOLARSHIP: "Geochemical processes in the Fryxell System," High Latitude Limnology, 1989; Periodic trends in element enrichment in pacific manganese nodules," Journal of Marine Chemistry, 1989; "Metal Dynamics," Chemical Geology, 1989; "Geochemistry of Antarctic streams and their role in the evolution of four lakes in the McMurdo oasis," Geochimica et cosmochimica acta, 1988.

SALLY HARRISON-PEPPER (Assistant Professor; Director, Western Performance Group)

B.A., Goddard College, Liberal Arts; M.A., New School for Social Research, Liberal Studies; Ph.D., New York University, Performance Studies (1987). AREA: Creativity and Culture; Social Systems; Performance. SCHOLARSHIP: Drawing a Circle in the Square: Street Performing in New York City's Washington Square Park, pending; "Street Performing in the American City," Urban Resources 1988; "Dramas of Persuasion: Utilizing Performing in the Classroom," in press, The Drama Review.

ENID J. LaGESSE (Assistant Professor)

B.S.B.A., Roosevelt University; MLHR, The Ohio State University; Ph.D., The Ohio State University, Social Geography and Human Resource Development (1986). AREA: Social Systems. SCHOLARSHIP: "Remembering the Legacy of Chaney, Goodman and Schwerner," commemoration speech at Western College, June, 1989; "Technology's Transformation of the Lives of Third World Women: A Global Perspective," NWSA '89 Conference, Towson State University, Towson, MD, June 1989; "Oppressive Technology and Women of Color," paper given at "Parallels and Intersections: Racism and Other Forms of Oppression" Conference in Iowa City, Iowa, April 1989; "Appropriate Technology: An Awareness of its Global Impact on Women of Color," AGLS Conference, Cincinnati, Ohio, October 1988; "A New Beginning," speech given to entering minority students and their parents, Miami University, Oxford, Ohio, August 1988; "Expanding Horizons: Students and Parents," speech to parents and students at summer orientation, June-July 1988; Response to "Women's Studies and the Higher Education Reports," Perspectives, Spring 1988.

EUGENE W. METCALF (Associate Professor)

B.A., DePauw University, American Literature; Ph.D., University of California, Comparative American Culture Studies (1973). AREA: Creativity and Culture; Social Systems. SCHOLARSHIP: Folk Art in Ohio, Columbus Museum of Art, forthcoming; "Artifacts and Cultural Meaning," in North American Material Culture Research, edited by Gerald Pocius, Canadian Institute for Social and Economic Research, forthcoming; "The Fine Art Meaning of American Folk Art," in Folklore in American Life, edited by Jane Becker, Museum of Our National Heritage, 1989; The Ties that Bind: Folk Art in Contemporary American Culture, Cincinnati Contemporary Arts Center, 1986; "The Politics of the Past in American Folk Art History," in Folk Art and Art Worlds, edited by John Vlach, UMI Research Press, 1986; "Black Folk Art and the Politics of Art," in Art, Ideology and Politics, edited by Judith Balfe, Praeger Publishers, 1985; "Afro-American Folk Art," in American Folk Art: A Guide to Sources, edited by Simon Bronner, Garland Press, 1984; co-authored with Curtis Ellison, William Wells Brown and Martin Delany, G. K. Hall, 1978; co-authored with Curtis Ellison, Charles W. Chesnutt, G. K. Hall, 1977; Paul Lawrence Dunbar, Scarecrow Press, 1975.

WILLIAM H. NEWELL (Professor; Affiliate in Economics)

A.B., Amherst, Philosophy; Ph.D., Pennsylvania, Economics (1971). AREA: Social Systems. SCHOLARSHIP: "What to Do Next: Strategies for Change," in Re-thinking the Curriculum (forthcoming); "Those Experimental Colleges of the 1960's: Where Are They Now That We Need Them?" in Points of View (forthcoming); "Interdisciplinary Studies Are Alive and Well," AAHE Bulletin and The National Honors Report (1988); "Education for Citizenship," Innovative Higher Education (1988); "The Case for Agreement About Interdisciplinarity," Issues in Integrative Studies (1987); "Inheritance on the Maturing Frontier," Long-term Factors in American Economic Growth (1986); Interdisciplinary Undergraduate Programs: A Directory (1986). SERVICE: Secretary-Treasurer and Newsletter Editor, Association for Integrative Studies; consultant or external evaluator for interdisciplinary general education to 25 institutions in the last five years.

NANCY L. NICHOLSON (Associate Professor)

B.A., Pomona; Ph.D., Stanford, Biology (1968). AREA: Natural Systems. SCHOLARSHIP: Ecology of National Wealth, 1984-89 (book pending); "Power as a Complex Adaptive System 1989 (submitted to Assoc. for Politics and the Life Sciences); "Political Ecology of Acid Rain in Oxford, Ohio," 1987; "Political Ecology: Resource Partitioning and World Hunger," Association for General and Liberal Studies, Lexington, Fall, 1983; "Pollination Ecology: UV Reflectance of 4 Species of Dicentra Flowers," Hiram College, Spring, 1983; "Evolution within Macrocytists: Northern and Southern Hemisphere Taxa," Proceedings of the International Symposium on Marine Biogeography and Evolution in the Southern Hemisphere, Auckland, New Zealand, 1979.

TERRY M. PERLIN (Professor)

B.A., Rutgers University; M.A., Columbia University; Ph.D., Brandeis University, History of Ideas (1970). AREA: Creativity and Culture; Social Systems; Natural Systems. ACTIVITIES: Fellow, Scripps Foundation Gerontology Center; Consultant: University of Cincinnati Medical Center; Children's Hospital Medical Center, Cincinnati. SCHOLARSHIP: "Ethics in Emergency Psychiatry," in Clinical Handbook of Emergency Psychiatry (American Psychiatric Association Press, 1989); Accounting Ethics, with Phillip Cottell (Praeger/Greenwood Press, forthcoming); "On the Physician's Role in Hastening Death," The Aging Connection (1989).

SCOTT RITGER (Visiting Instructor)

B.A., Carleton College, Geology; M.S., Lehigh University, Geology. AREA: Natural Systems. SCHOLARSHIP: "Geochemical evidence of weathering in the Witwatersrand Basin, South Africa," Geological Society of America meeting, November, 1989; Recipient of Fenneman teaching fellowship, University of Cincinnati, 1989; "Methane derived authigenic carbonates formed by subduction induced pore water expulsion along the Oregon/Washington margin," Geological Society of America Bulletin, 1987; "Origin of vein structures in the slope deposits of modern accretionary prisms," Geology, 1985.

KARL L. SCHILLING (Associate Dean and Assistant Professor)

B.A., Adrian College, Psychology and English; M.A., Florida; Ph.D., Florida, Clinical Psychology (1975). AREA: Social Systems, Creativity and Culture, Community Learning Program. SCHOLARSHIP: "What Really Happens: Rhetoric and Reality in Campus Environments," AAHE Assessment Conference, Atlanta, GA, 1989; "Looking at the Big Picture: Using Assessment to Understand Student Experiences," NASPA, Denver, 1989; "Using Assessment to Evaluate Curricular Innovation," FIPSE Project Director's Conference, Washington, D.C., 1988; "Breaking Boundaries: The 1987 AGLS Conference Revisited," AGLS Conference, Wilkes-Barre, PA, 1988; "Exploring Differences: Gender, Age and Class Issues in the First Year," 2nd International Conference on the First Year, Southampton, England, 1987; "Finding the Fit: Student Affairs at the Liberal Arts College," NASPA, Chicago, 1987; "Academic Community: A Goal to Pursue," Perspectives, Vol. 15, #2, pp. 5-8, 1985.

GEORGE J. STEIN (Associate Professor)

B.A., Assumption College; M.A., Pennsylvania State University; Area Studies Certification, African Studies, Indiana University; Ph.D., Indiana University, Political Science (1972). AREA: Social Systems. SCHOLARSHIP: "Biological Science and the Roots of Nazism," American Scientist, Vol. 76, January-February, 1988; "The Home Service Force," Defense Analysis, Vol. 3 No. 3, September 1987; "Fuerzas de Defensa Estatales: el eslabon perdido en la seguridad nacional," Military Review, Vol. LXV, No. 2, 1985; "Social Philosophy, National Socialism, and the Scarcity Society," Social Policy and Conflict Resolution, Attig, T. et alia (eds.) Bowling Green State University, 1984; "State Defense Forces: the missing link in National Security," Military Review, Vol. LXIV, No. 9, 1984. RESEARCH INTERESTS: International Security Studies, Comparative Military Studies, Political Theory, Biopolitics.

CHRISTOPHER R. WOLFE (Assistant Professor; Director, Quantitative Reasoning & Instructional Computing Laboratory)

B.A., Denison University; M.S., University of Bridgeport, General Psychology; M.S., University of Pittsburgh, Cognitive Psychology; Ph.D., University of Pittsburgh, Learning/Developmental/Cognitive Psychology (1989). AREA: Quantitative Reasoning & Instructional Computing Laboratory Development; Social Systems. SCHOLARSHIP: "From representation to decision: An analysis of problem solving in international relations," (co-author), to appear in Complex Problem Solving: Principles and Mechanisms; "The Role of Recall in Analogical Transfer," (in preparation); "Information Seeking in Bayesian Conditional Probability Problems," (in preparation); "Attitude and Knowledge as Factors in Generating Arguments Supporting and Opposing Beliefs," (co-author), manuscript submitted for publication.

APPENDIX B

1988 SENIOR PROJECT TITLES

- Arnsberger, M. Shannon
 "Obsessed, Objectified, Oppressed: Restrictions of the Feminine Body As A Sign of Female Oppression"
- Bentley, Lara
 "Western Landscapes: A Collection of Poetry"
- Brucken, Carolyn E.
 "Art, Culture, and the American Museum: The Development of High Art Ideology"
- Cohn, Jennifer Andrea
 "Being Jewish at Miami University: A Response to Earlier Research on College Students Nationwide"
- Cramer, Pete
 "Men's Story—telling as a Radical Act"
- Crane, Elana Marie
 "Turning Inside Out: Kay Boyle's My Next Bride and Jean Rhys's Voyage in the Dark"
- Curry, Kristine L.
 "Subject to Interpretation: Meditations and Exercises in Film"
- Elliott, Susan N.
 "BOTH SIDES TO THE STORY. Child Abuse and Neglect: Is It a Continuous Life Cycle with the Victim Becoming the Future Perpetrator, or Can the Cycle Be Broken?"
- Flynn, Cathy
 "Construction of Sexuality: Images of Women in Popular Culture"
- Graham, Barbara
 "Images of Arabs in American Literature: Making Enemies"
- Greco, Kimberly Ann
 "Infinity Street: Interdisciplinary Studies as the Mutable Mutable Paradigm for Education Today"
- Guth, Marlene M.
 "The ABC's of Child Day Care—Where Is The Child's Voice?"
- Herbert, Christopher
Book of Minutes (fiction)
- Kishler, Kurt F.
 "The Weird Turn Pro,' A Critical Analysis on the Writing of Hunter S. Thompson"
- Kress, H. Andrew
 "A Look At Live Comedy"
- Kreunen, Karl H.
 "Marketing the Grenada Intervention: Considerations and Analysis"
- Lapkin, Steven
 "Escher — Robbe-Grillet and the New Novel: Seeing, Control, and Desire: A Discussion of the Novels of Robbe-Grillet"
- Lundell, Dana
 "Writing My Body: Fighting Academic Discourse"
- Luzny, Michelle A.
 "The Art of Photographic Persuasion"
- McDonnell, Richard W.
 "The Economic Development of Spain and Its Integration into the European Community: The Concurrent and Competing Goals"
- McGrady, Marjorie L.
 "Promoting Independence in the Nursing Home Environment Through the Use of Design"
- Meeker, Julie
 "Family Crisis Intervention: What Is It and Where Does It Fit In?"
- Menner, Michael John
 "La Iglesia de los Pobres: The Conversion of the Catholic Church in Latin America"
- Neff, Michael
 "Reinterpreting Dominion: Stewardship, A Christian Concept, and Its Relationship With Nature"
- pAddy, dAvid
 "The 'History' of Postmodernism: the story of how our hero, Jean Baudrillard, found the Kingdom of Neon"
- Peffley, Karen Ann Marie
 "How do you Walk When You Can't See?": Looking at Barriers, Blindness, and Spatial Interpretation"
- Pezeshki, Philip
 "Alienation and the Male Gaze: A Poststructural Analysis"
- Schollett, Lyn M.
 "Women Against Woman Suffrage"
- Silverman, Debra
 "Against Language: 'Woman' in Gertrude Stein"
- Smith, Hunter
 "An Integrative Herbal: Working Through the Social Web"
- Smith, Roger Len
 "The Evolution of the Black Musician in America and the Rise of the Blues—Black and White"
- Standley, Will
 "New Dimensions in Vocational Rehabilitation: Articles Directed Toward Employee Relations Today, The Journal of Rehabilitation & Trial Magazine"
- Sutton, Margaret A.
 "Functions of Labelling"
- Valatka, Mary B.
 "Systemic Accommodation in the Treatment of Elderly Alcohol Abuse"
- Ward, Eric
 "Brasil's Development of the Amazon, and Its Effects on the American Indians"
- Younger, Chris
 "Telco Entry into Cable Television: The Myth of Competition"

ASSESSMENT PLAN AND RESULTS

ASSESSMENT INSTRUMENTS With the aid of Program Excellence funding during 1986-87 and with FIPSE funding since 1987, the Western Program has conducted an assessment project designed to increase understanding of the program's impact on student development. Both cross-sectional and longitudinal studies are being carried out using these instruments:

- ACT College Outcomes Measures Program (COMP/Assessment of Reasoning and Communication Test — Total, Speaking, Writing, Reasoning);
- McClelland, Stewart & Winter's Tests of Thematic Analysis and Argument;
- Measure of Epistemological Reflection (Baxter-Magolda design based on William Perry's scheme of intellectual development);
- ACT Activity Inventory (instruments for reporting involvement with the student's environment — an assessment area valued by Ernest Boyer);
- Structured Interview (to assess educational goals, social support structures, preferred ways of knowing, and approach to gender issues);
- College and University Environment Scales ; College Characteristics Index (empirical instruments for measuring institutional atmosphere);
- Academic Profile (designed to assess three generic liberal arts skills across four content areas).

Western entering first-year students and graduating seniors have been given various configurations of this set of instruments. For comparison, a group of freshman and senior students enrolled in other Miami programs have been tested; this control group was individually-matched by detailed pairings of entering ACT score, gender, and stated area of academic interest.

ASSESSMENT RESULTS In a 1986-87 cross-sectional study the matched sample of non-Western seniors scored higher than the two freshman groups on three of the eight assessment instruments. Western Program seniors scored as follows:

- + Higher scores on all test instruments than either freshman group;
- + Significantly higher scores (.05 level) than the Western freshman group on the ACT COMP Total, despite having had freshman ACT scores more than two points below the 1986 freshmen;
- + Significantly higher scores (.05 level) than either freshman group on the ACT Activity Inventory and on the MSW Test of Thematic Analysis;
- + Significantly higher scores (.05 level) than the matched senior group on the COMP Speaking test and on four of the six sub-scales of the Baxter-Magolda intellectual development test (Perry).

A 1987-88 cross-sectional study utilized a new instrument developed by ETS to assess liberal arts skills in content areas, the Academic Profile. Results showed Western Program seniors scoring higher than all other groups. Western and non-Western freshmen as well as non-Western seniors completed on average 76% of the test items correctly. Western seniors completed on average 82% of the items correctly. All Miami groups were considerably above the national average, even when the comparison group had comparable entering test scores.

In a comparison of descriptions of campus environment (CUES, CCI) by Western and non-Western sophomores, juniors and seniors, Western students provided a profile which resembles those typical of descriptions given by students at selective liberal arts institutions. In comparison to descriptions given by non-Western Miami students, Western students' descriptions of their collegiate atmosphere were: more scholarly; more encouraging to awareness of self and the environment; fosters a stronger sense of community. Western students reported valuing education for its intrinsic character; the non-Western group reported a utilitarian outlook on the purpose of education. Non-Western students also reported a more social and utilitarian orientation to their entire collegiate experience than did Western students.

In a preliminary analysis of the structured interviews, Western students give strong testimonial evidence to the effectiveness of the Western Program in reaching goals that are formally described in its academic plan (to appreciate and learn from difference, diversity, similarity, and homogeneity; to pursue critical analysis, synthesis, and critical consciousness). Students also appear to have developed strong interpersonal support networks which complement the effectiveness of the residential program. Expected gender differences in approaches to learning were not found among Western students — suggesting that the program's formal initiative to include gender materials in the curriculum may have been effective.

Quantitative data from nationally-standardized tests have been reported for some graduates of the Western Program. For fifteen Law School Admissions Test scores returned in surveys of alumni since 1983, the average LSAT percentile ranking is 85.7%. Reported scores on Graduate Record Examinations since 1978 yield an average verbal percentile ranking of 79.3% (n=37), and an average quantitative percentile ranking of 69.2% (n=37).

The chart on the next page gives a map of the assessment instruments used during the project and the various groups to whom they were given. The chart shows which groups were tested with what instruments during a particular year. The project has sought to avoid a simplistic one-test, one cross-sectional study approach, opting instead for a more complex model which tests a variety of groups in both a cross-sectional and longitudinal approach. The use of both quantitative and qualitative instruments has also been important for helping the project develop as complete a picture of the student experience as is possible. Future plans for the project after the FIPSE funding expires would be to continue on an occasional basis the quantitative testing but to move towards a portfolio assessment model. In the portfolio model students would keep a complete record of their work in the Western Program. These would be used for advising purposes at all levels including the upperdivision learning contract program (SEO's) and the senior project. The portfolios could also be used by the Western faculty and external reviewers to gain a better sense of student progress through the four years of the curriculum.

March, 1989

I = Interdisciplinary Core Curriculum
 D = Discipline-Based Distribution
 C = Completed
 P = Planned

	C L A S S O F						
	1978-1986 I D	1987 I D	1988 I D	1989 I D	1990 I D	1991 I D	1992 I D
Senior Project	C	C	C	P	P	P	P
Alumni Survey - 1987	C						
- 1990		P P	P P	P P			
Structured Interview							
- 1986-87		C		C			
- 1987-88			C C		C		
- 1988-89				C C	C C	C C	C C
- 1989-90					P P	P P	P P
Thematic Analysis - 1987 . .		C C		C	C C		
- 1988 . .					C C		
- 1989 . .							
- 1990 . .					P P		
Analysis of Argument - 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					P P		
COMP-ARC - 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					P P		
ACT-Activity Inventory							
- 1987		C C		C	C C		
- 1988					C C		
- 1989							
- 1990					P P		
MER - 1987		C C		C	C C		
- 1988			C C		C C	C C	
- 1989					C C		
- 1990					P P		
Academic Profile - 1987 . .							
- 1988 . .			C C			C C	
- 1989 . .						C C	
- 1990 . .							
Expectation Statements							
- 1986				C			
- 1987				C			
- 1988				C			
- 1989				P			
CUES - 1988-89				C C			
- 1989-90							P P
CCI - 1988-89					C C	C C	
- 1989-90					P P	P P	
Local Instruments or Adaptations - 1988-89 . . .				C C		C C	C C
- 1989-90						P P	P P

APPENDIX D

A BRIEF SUMMARY OF WESTERN PROGRAM ACT ALUMNI SURVEY RESULTS

The questionnaire was mailed to 400 alumni along with the "Western Alumni Notes" in mid-November, 1986. 184 surveys were returned (46% response rate). The mailing was done bulk rate and many alumni called or wrote to tell us that they did not receive the questionnaire until after the deadline for returning it. The results received are very consistent with an earlier questionnaire with a much higher response rate.

The numbers listed in parentheses indicate responses based on national norms provided by ACT. This normative report was generated by the responses of 38,944 alumni of 90 colleges, collected between January 1, 1983 and December 31, 1986.

NOTE: To conserve space, we have included only the most extreme response options offered on the survey.

1. If you could start college over, would you choose to attend Western?

Definitely yes	52.7%	(29.8)
Definitely no	0.5%	(3.6)

2. How would you compare the quality of education provided at Western with that of other colleges?

Better	84.2%	(35.3)
Worse	0.0%	(4.4)

3. Regardless of the financial benefits, has your college education improved the quality of your life?

Definitely yes	88.6%	(69.8)
Definitely no	0.0%	(0.7)

4. How much did your education at Western contribute to your personal growth in writing effectively?

Very much	84.8%	(39.8)
Very little	0.0%	(12.6)

5. How much did your education at Western contribute to your personal growth in speaking effectively?

Very much	51.1%	(34.9)
Very little	5.4%	(16.0)

6. How much did your education at Western contribute to your personal growth in understanding written information?

Very much	82.1%	(43.2)
Very little	1.6%	(9.8)

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7. *How much did your education at Western contribute to your personal growth in working independently?*

Very much	78.3%	(54.0)
Very little	2.2%	(10.6)

8. *How much did your education at Western contribute to your personal growth in learning on your own?*

Very much	82.6%	(52.9)
Very little	1.6%	(10.1)

9. *How much did your education at Western contribute to your personal growth in working cooperatively in a group?*

Very much	62.5%	(39.8)
Very little	3.3%	(14.8)

10. *How much did your education at Western contribute to your personal growth in recognizing your rights, responsibilities, and privileges as a citizen?*

Very much	63.6%	(21.6)
Very little	8.7%	(34.5)

11. *How much did your education at Western contribute to your personal growth in organizing your time effectively?*

Very much	34.8%	(44.5)
Very little	10.9%	(14.3)

12. *How much did your education at Western contribute to your personal growth in planning and carrying out projects?*

Very much	69.6%	(43.5)
Very little	1.1%	(10.7)

13. *How much did your education at Western contribute to your personal growth in understanding different philosophies and cultures?*

Very much	88.0%	(36.4)
Very little	1.1%	(20.6)

14. *How much did your education at Western contribute to your personal growth in defining and solving problems?*

Very much	75.5%	(43.5)
Very little	0.5%	(9.5)

15. *How much did your education at Western contribute to your personal growth in understanding the interaction of man [sic] and the environment?*

Very much	89.7%	(27.1)
Very little	0.5%	(27.1)

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16. *How much did your education at Western contribute to your personal growth in recognizing assumptions, making logical inferences, and reaching correct conclusions?*

<i>Very much</i>	73.9%	(38.4)
<i>Very little</i>	1.1%	(12.5)

17. *How much did your education at Western contribute to your personal growth in understanding and applying mathematics in your daily activities?*

<i>Very much</i>	6.0%	(17.3)
<i>Very little</i>	52.2%	(43.0)

18. *How much did your education at Western contribute to your personal growth in understanding and appreciating the arts?*

<i>Very much</i>	69.6%	(27.9)
<i>Very little</i>	4.9%	(30.9)

19. *How much did your education at Western contribute to your personal growth in understanding and applying scientific principles and methods?*

<i>Very much</i>	42.4%	(28.5)
<i>Very little</i>	6.5%	(28.5)

20. *How well did Western prepare you for your present occupation?*

<i>Very well</i>	41.3%	(27.5)
<i>Not at all</i>	5.4%	(10.0)

21. *How well did Western prepare you for your continuing education?*

<i>Very well</i>	40.2%	(12.0)
<i>Less than adequately</i>	1.1%	(2.1)

APPENDIX E

SELECTED RECENT AWARDS AND CITATIONS

- 1989: Environmental Design alumni were asked by the Architecture Department to identify strengths of their undergraduate studies; they cite the Western Program portion more often than any other.
- 1988: Academic Challenge Award to the Western Program to develop a discovery-oriented laboratory program in the sciences and a quantitative reasoning/instructional computing program across the curriculum. First-year funding: \$74,858.
- 1987: The Fund for the Improvement of Postsecondary Education of the U.S. Department of Education selects the Western Program as one of 78 major award recipients from 2000 applicants, for longitudinal study of student learning, 1987-1990. Amount: \$86,956.
- 1987: Ernest Boyer, *College: The Undergraduate Experience in America*, cites the Western Program senior project workshop as the exemplary approach for measuring learning outcomes for seniors as recommended by the Carnegie Foundation. Ch. eleven, pp. 259-60.
- 1987: Department of Architecture National Advisory Committee of Bill N. Lacy, Walter Netsch, Kermit C. Parsons, Larry Richards and Carl Schorske review the Architecture-Western liberal education program. They report "strong evidence that Western's liberalizing program of interdisciplinary studies . . . could lead to a particularly humanized approach to architecture and the environment" and "encourage further development of this unique part of Miami's program."
- 1986: Ohio Board of Regents Program Excellence Award for revisions to improve integration of freshman curriculum, for assessing student learning in alternate models of liberal education at Miami, and for elaboration of efforts in writing across the curriculum. Amount: \$120,185. External OBR reviewers make these evaluations:
 - + Clear faculty vision of holistic curriculum including diversity and creativity in both the classroom and residential learning community;
 - + Superior student achievement as indicated by academic awards, recognition, special projects, and senior project conference;
 - + Student interest and involvement in coursework beyond requirements;
 - + Writing Center unique, valuable, and heavily utilized by students;
 - + Excellent faculty capacity to stimulate and expand student interest;
 - + Value-addedness illustrated by extreme commitment of faculty and residential community nature of the program.
- 1985: U.S. Department of Education's National Institute of Education selects Western Program as one of eleven "model" liberal education programs for its "distinctive features as a community of learners." National Commission on Excellence in Education, *Starting With Students: Promising Approaches in American Higher Education*, pp. 30-31.
- 1985: North Central Association of Colleges and Schools Accreditation Report cites "development of the Western College campus as a creative and effective interdisciplinary school" as item ten among nineteen major strengths of Miami University — the only degree program so named.

School of Interdisciplinary Studies

Miami University

WCP Coordinated Writing Program

FROM: Geoff Chase, Director, Western College Program Writing Center

Background

Writing has always been a central concern in the Western College Program. When the program was created in 1974, all of the faculty acknowledged writing as an activity integral to all disciplines. Shortly after, the faculty created the Western College Writing Center, staffed with peer tutors and directed by a part-time faculty member. In 1981, the faculty voted to hire an individual full-time in the division to direct the writing center, to direct the overall writing program, and to teach in the creativity and culture core. Finally, in 1983, that position became a tenure track line, and thus, a permanent part of the Western College Program.

While serving as the director of the writing center over the past seven years, my tasks have been to

- oversee operation of the Writing Center
- hire and train peer tutors
- assist faculty in developing means for using writing effectively in courses throughout the curriculum
- develop and coordinate a coherent, college-wide writing program through which students learn to write effectively and fluently in a variety of contexts.

In an attempt to move closer toward achieving this last goal, the Western College Program applied for and received Program Excellence funds from the Ohio State Board of Regents in 1986 - 1987, in part, to hire a writing consultant to work with the program for a year, and to help make recommendations about a college-wide writing program. Mary Savage, Professor of English at Albertus Magnus College, served as the consultant. Over the course of 1986 - 1987, Mary taught in Creativity and Culture I, met with students and faculty, and worked closely with me in developing the guidelines for the coordinated writing program that is outlined below.

The Coordinated Writing Program

We began developing the guidelines for this writing program with three assumptions:

1. writing is already a central feature of interdisciplinary inquiry in the Western College Program,
2. writing instruction in this program can be improved further if it is more fully informed by current rhetorical and epistemological theory, and

3. the writing program will be stronger if it reflects a series of larger goals which characterize the writing program as a whole, rather than goals that grow only from the perspective of separate courses.

And, with those assumptions, developed the following statement of principles for the Coordinated Writing Program:

Statement of Principles

Students graduating from the Western College Program need to be practiced writers with the ability to write effectively in a range of settings and for various audiences, and who are able through their writing to contribute to society and culture in a variety of ways. Thus, the writing program needs to be conceived in such a way as to allow students to move from the fairly narrow conceptions of writing with which they enter the program (writing as formulaic), to a broader perspective in which writing is seen, carried out, and understood as a social activity. Put another way, students need to move beyond the idea that writing that is only a means of communicating what is already known, or as egocentric expression, to see that writing is (1) a mode of learning, (2) of means of constructing their world through their language, and (3) a means of affecting the world around them. Writing, like the liberal arts, is not an activity that ceases to have an impact on students after graduation, but an activity which, through its complexity and richness, helps students understand and create the cultures in which they move throughout their lives.

Writing Program Model

This model is designed to provide each of the four undergraduate years with a particular emphasis, or current, in regards to writing that helps students move to an understanding of writing as a social activity. Such a plan allows us to connect what we do in our courses to a larger sense of the goals and purposes of writing. Furthermore, such a plan enables us to use a wide range of assignments within any given course, or year, at the same time that it allows us to consider how our assignments contribute to this broader movement toward understanding writing as a social activity. The currents for each of the four years are as follows:

First Year: Writing and Reality: Visions and Revisions

Second Year: Writing and Interdisciplinary Inquiry

Third Year: Writing and Transformation in Discourse
Communities

Fourth Year: Writing as a Social Act

First Year: Writing and Reality: Visions and Revisions

The emphasis in the first year should be on helping students move beyond unquestioned, inherited assumptions about writing and about conventional ways of thinking. We would like them to begin to see **writing as a process of learning**. In order for this to occur, students need

- opportunities to write and rewrite,
- opportunities to discuss their drafts in progress, and to read drafts by others,
- opportunities to discuss how they go about writing,
- opportunities to consider alternative strategies for writing (ways of collecting information, developing ideas, organizing material, etc.),
- opportunities to experiment with new ways of writing and new ways of approaching their material, and
- to begin to think about a variety of rhetorical strategies for their writing.

Second Year: Writing and Interdisciplinary Inquiry

In the second year students need to continue many of the activities already listed, such as the opportunities to experiment, try various rhetorical strategies, and to discuss their writing, but they need to move to see **writing as interdisciplinary inquiry**. They need, for example,

- to be given assignments that are more self-consciously interdisciplinary in focus,
- opportunities to frame their written material for specific audiences in a variety of disciplines, and
- to consider rhetorical strategies appropriate for a variety of fields.

Third Year: Writing in Discourse Communities

The third year at Western provides something of a transition between the second and fourth year, and yet, students in the program, even if they remain on campus, normally take only one Western seminar per semester. Thus, opportunities to present students with issues about writing are limited. We have relatively little time in which to continue with the kinds of writing activities listed for the first and second year, and to prepare students for completing long-term projects in the senior year. Given these constraints, students need to continue to experiment with a variety of styles and rhetorical strategies, but they also need to see **writing as a way of entering into and contributing to specific discourse communities**. To aid this understanding, students need

- to identify and write for specific discourse communities, both within and outside of academia,
- to take material and ideas from one area or discipline and present it through their writing to another audience,
- to develop a fuller understanding of the ways in which

- to develop a fuller understanding of the ways in which various rhetorical strategies work within different areas, and
- to develop further their own voice and style.

Fourth Year: Writing as a Social Act

In the last year of the program students undertake work on long-term projects, and write extensively about what they have explored, learned, and discovered. They need to be able to deal in writing with their own ideas, as well as with diverse and complex ideas from other sources. Furthermore, they need to continue what they began in the junior seminars, namely, to see writing as a way of taking part in larger conversations in a variety of contexts. Put another way, they need to see **writing as a social act** through which they contribute to and create the world around them. Students need in the fourth year

- the opportunity to put into practice what they have learned so far about discourse communities and rhetorical strategies,
- the opportunity to write for a variety of audiences,
- to write for audiences outside of academia, and
- the opportunity to submit their writing for publication to wider audiences.

APPENDIX G

First Year Goals

What Should be the Outcomes of the First Year?

- 1) Appreciate and learn from difference, diversity, similarity, homogeneity;**
- 2) Critical analysis and synthesis, critical consciousness**
- 3) Personal development: compassion, community, cooperation, autonomy**
- 4) Ability to communicate: writing, speaking, listening;**
- 5) Social change: understanding, skills, methods, strategies**

Adopted by the Western Executive Committee 9/17/86

APPENDIX H

Western Program Five-Year Goals Adopted by Executive Committee February 6, 1987

Major goals for the division in the next five years will evolve primarily around the refinement of current directions rather than broad new initiatives. The goals below are organized in three general areas: curriculum, academic support, university service—within each area a rank order is given which indicates a general level of priority.

CURRICULUM:

1. To increase minority enrollment in the program through creation of a cooperative arrangement with two Cincinnati high schools. Implementation of this proposal includes creation of a three-credit-hour per-semester urban focus within the existing curriculum.

Status: The Office of the Provost did not approve development of a cooperative arrangement with Cincinnati high schools. Although the division feels that this proposal was an appropriate direction for both the division and the university, the program will seek other ways to increase the presence of racial minorities (students, faculty, staff) in the division.

2. To be aware of and attend to the different educational needs of women including conscious attention to gender issues in selection of texts, pedagogy, and course topics.

Status: Most courses in the curriculum have paid attention to gender issues in the selection of topics, materials and assignments. A new course was developed for the sophomore curriculum on women and war. The use of materials by people of color and differing socio-economic backgrounds has grown, as well as initiatives to place all content in specific socio-economic, gender, and racial contexts.

3. To establish a new course in the first-year curriculum to be called the "Applied Field Laboratory" to enhance integration of the first-year experience for students and faculty.

Status: The course was taught for the first time in 1987-88 under the theme "Environments." The course was taught again in 1988-89 with different teaching teams in the fall and spring and a different theme each semester. The division is committed to a thorough evaluation of this course during 1989-90.

4. To articulate goals for each level of the curriculum.

Status: Goals for the first year have been articulated as follows: (1) Appreciate and learn from difference, diversity, similarity, homogeneity; (2) Critical analysis and synthesis, critical consciousness; (3) Personal development: compassion, community, cooperation, autonomy; (4) Ability to communicate: writing, speaking, listening; (5) Social change: understanding, skills, methods, strategies. During the coming year the division will need to adopt a mechanism for articulating goals of the other three years of the program. Following a year of work with consultant Mary Savage of Albertus Magnus College, visiting professor funded under a Program Excellence award in 1986-87, the division, under the leadership of the Director of the Writing Center, has developed specific goals for the coordinated writing program.

5. To continue developing the role of laboratory and field-based science instruction and research as a distinctive feature of the interdisciplinary residential program through improvements to Boyd Hall and additional staffing in this area.

Status: With award of an OBR Academic Challenge grant in 1987-88 the division has been able to hire a new faculty member in the science area committed to developing a discovery-oriented approach to science instruction. Renovation of Boyd Hall is set to begin in January of 1989. In the fall of 1986 the division approved a plan for long term curriculum development in natural systems associated with physical improvements in Boyd Hall. Addition of staff of staff in 1988 should substantially facilitate this effort.

6. To conceive of methods for course development and staff assignment procedures that explore integration of course work and utilization of curriculum goals, as well as improved understanding of and support for the work being done by each faculty member, including further examination of the character of team-teaching within the division.

Status: Creating a position for Coordinator of Curriculum to move among the faculty was tried during 1988-89 as a trial approach to improving course development. Creating a weekly lecture series which features Western faculty as well as other Miami and non-Miami faculty is aimed at helping the college as a whole better understand professional, research and creative faculty work.

ACADEMIC SUPPORT:

1. To support faculty professional development in a way that enables continuing professional growth balanced with program needs and goals, and to enhance faculty salaries.

Status: The Academic Challenge grant provides funds to support faculty development in discovery-oriented laboratory work and in the use of computers and new instructional technologies. The division has ratified a leave policy for untenured faculty members in a revised promotion and tenure document.

2. To enhance the upper-division program through strengthening upper-division advising and SEO development and implementation of guidelines for junior seminars.

Status: For 1988-89 the division will be able to provide some release time to a faculty member to work on curriculum development and the SEO development process. Pending evaluation, the division may seek ways to continue to provide time for faculty members (on a rotating basis) to continue such work.

3. To foster continuing positive relations with alumni through a variety of activities, including a celebration of the 15th anniversary of the program in 1988-89.

Status: A variety of activities celebrated the program's 15th anniversary, including an alumni gathering on November 18-20, 1988. An alumni newsletter continues to be issued on a quarterly basis and the databank on graduates continues to be updated.

4. To extend the work on assessment of educational impact begun under a Program Excellence award to a longitudinal study, with funding initially to be provided through a FIPSE grant.

Status: In 1989-90, the program is beginning the third year of the three-year FIPSE grant with results having been presented to an audience of Miami faculty and administrators in June, 1988, as well as to the AAHE Assessment Conference in Chicago that same month. Western faculty discussed initial findings at a FIPSE-funded retreat in August, 1988, and at a retreat in fall, 1989.

UNIVERSITY SERVICE:

1. To support the high quality of the architecture program through continued enrollment of environmental design majors in the core curriculum.

Status: During the 1987-88 academic year two architecture faculty taught in the Western core curriculum and the two programs proposed joint hiring of a new faculty member. The programs anticipate continuing to seek means for joint appointments or exchange of faculty.

2. To promote continuing recognition of the program within the state and nation as an outstanding example of the possibilities for effective liberal arts education within a comprehensive public university.

Status: Several faculty members, especially William Newell, Muriel Blaisdell, and Geoff Chase, as well as deans Curt Ellison and Karl Schilling have been involved in national conference presentations about the program, and in consulting for program development around the country.

3. To contribute to the development and support of other interdisciplinary programs on campus including International Studies, Black World Studies, Women's Studies, American Studies, and the University Honors Program.

Status: The division has made extensive contributions to the Honors Program through teaching and committee service. Several faculty have been involved in Women's Studies either through teaching or membership on the advisory committee. The division also contributed funds to the Centennial of Women at Miami celebration, particularly for a lecture by Bell Hooks. Participation in the other three programs has been limited primarily due to time factors. A Western faculty member was recently named to the international studies advisory committee. In 1985-86 the division hosted Miami's first Fulbright Scholar-in-Residence, Melwa C. Muchimbachime, Professor of History and now Dean of Education at the University of Zambia. This initiative was regarded as a university-wide commitment, with the visiting scholar lecturing in a variety of university programs. During 1987 the division hosted Wolfgang Toennesmann, political science, University of Dusseldorf, FRG. For two years, 1985-87, Western faculty member, George Stein, taught on the core faculty at Luxembourg.

BUDGET DATA
PROGRAM EXCELLENCE FINALISTS
1989-91 BIENNIUM

Institution Miami University

Program Western College Program Karl Schilling
Director

1. If selected to receive a Program Excellence Award, the program will request (dollar amount between \$50,000 and \$200,000). \$ 195,000
- II. Please attach a one-page, itemized listing (Budget) of the enhancement projects which would be funded if your program is selected to receive a Program Excellence award. Please note that Program Excellence funds cannot be used to support items which require an ongoing commitment of funds. For example, Program Excellence funds do not necessarily have to be expended in the biennium in which they are awarded.
- III. Please attach one-page of narrative describing how the quality of your program would be enhanced through the projects you would fund if a Program Excellence award is received.

*Please return this form, with attachments, not later than February 21, 1990 to: Dr. Jonathan Tafel, Ohio Board of Regents, 3600 State Office Tower, 30 E. Broad St., Columbus, Ohio 43266-0417.

PROGRAM EXCELLENCE BUDGET NARRATIVE
Western College Program
Miami University

Funds are sought to further enhance several on-going new initiatives within the Western Program--two of them, the *discovery-oriented science work and the quantitative reasoning/instructional computing*, were begun with Academic Challenge fundings; one other, the assessment project, was started with Program Excellence funding four years ago. The performance/visual arts initiatives were started with the hiring of a performance studies theorist and a visual artist two years ago by the Western Program. The integration of science, quantitative reasoning and hands-on performance/visual arts work into the residential college is a distinctive feature and strength of the Western Program. Funds will also be used to support a growing interest by the Western faculty in moving beyond the classroom to involve students in field activity in Cincinnati--an interest shared by the humanities, social sciences and natural sciences. The final amount will be a small pool of seed money to encourage new faculty initiatives for program development enabling Western to renew itself through self-reflection and action, and to remain an experimenting program.

Funds will help the program solidify recent gains as well as serve as a platform from which to seek additional monies from external sources. Activities funded by the previous Program Excellence award enabled Western to obtain a three-year FIPSE grant of \$87,000 for assessment activities, and helped us as well as to receive two Academic Challenge awards within Miami University. We hope to leverage the new round of Program Excellence funds to obtain NSF grants for science and mathematics instruction and equipment, and an Apple Corporation grant for computers and software. Funding will also support our developing work in the fine arts area. Two of the activities which have made the Western College Program particularly distinctive are the inclusion of the fine arts and science laboratory and field work as part of an interdisciplinary undergraduate education. These funds will provide continuing impetus to expand efforts for effective integration of these areas into interdisciplinary undergraduate education.

The extensive information which has been gathered on the educational impact of the Western Program will serve as a base from which to evaluate enhancements sought through Program Excellence funds. We have used several instruments which give an indication of students' interests and abilities in these areas. We will continue to administer these and other instruments designed to measure skills and attitudes in science, quantitative reasoning and the fine arts. Additional information will be gained by examining course syllabi and student assignments to assess how the approach to science and quantitative material changes over time in our courses. Visiting faculty members and speakers will also be asked to evaluate on our progress in each of these areas.

PROGRAM EXCELLENCE BUDGET
Western College Program
Miami University

\$60,000 -	Laboratory Equipment for Discovery-Oriented Science Initiative; e.g., spectrophotometer, microscopes, pH meters, air pollution measurement instruments, aquatic science instruments.
\$50,000 -	Computer Hardware and Software for Quantitative Reasoning/Instructional Computing Initiative; e.g., MacIntosh Computers, software for computer conferencing, other instructional software, laser printers.
\$30,000 -	Program Assessment/Educational Outcomes Project; e.g., graduate assistant for data collection and analysis, purchase of test materials.
\$25,000 -	Performance and Visual Arts Initiatives; e.g., stage materials, faculty release time, darkroom equipment, art supplies and equipment.
\$15,000 -	Field Work/Experiential Education Initiative; e.g., support for field-oriented class projects, trips to resources in Cincinnati and surrounding areas.
\$15,000 -	Small Projects/New Initiatives; e.g., seed money to support initial faculty development of new areas and directions within the program.
\$195,000 -	Total Amount Requested

MIAMI UNIVERSITY

INTER-OFFICE MEMORANDUM
Western College Program

Date: June 15, 1990

To: Curt Ellison

From: Karl Schilling

Re: Program Excellence Budget

I believe the final Program Excellence Award will be \$146,250. To accomodate to this reduction in the original amount requested, I would propose the following budget:

\$45,000	Science Laboratory Equipment
\$40,000	Computer Equipment
\$25,000	Assessment
\$15,000	Performance and Arts Activity
\$10,000	Field Work
\$11,250	Faculty Initiated Projects
146,250	TOTAL

Academic Challenge Proposal
Western College Program
School of Interdisciplinary Studies, Miami University
March 3, 1989

ABSTRACT

The School of Interdisciplinary Studies (Western College Program) at Miami University is designed to bring together insights from more than one academic field to study social, scientific and artistic issues and problems. Its commitment is to undergraduate students -- their personal growth, how they learn, how well they learn, and how they can develop problem-solving abilities that enrich society as well as their personal lives and careers.

Several novel approaches to learning are used by this program. A required, sequential, two-year core curriculum in the natural sciences, social sciences, humanities and arts is taken together by all students. Original source materials are discussed in small seminars with an inquiring, scholarly faculty who can give students personal attention. Every student majoring in the program completes an individualized plan of study that includes advanced courses selected from other divisions of Miami University to meet professional or personal goals. Students work with faculty advisors beginning in the first year, and seniors complete year-long directed projects to demonstrate accomplishment in their fields.

The program is set in a residential campus where students and faculty take advantage of planned programs and resources that supplement classroom instruction -- visiting scholars, community theater, film showings, arts events, a Writing Center, a personal computer center, and faculty in residence. Students and faculty provide leadership in building the academic community, developing civic values and talents for social engagement.

The Western College Program has been cited often for positive educational innovation and for the achievement of its graduates. Major awards for program development have been given by the U. S. Department of Education Fund for the Improvement of Postsecondary Education (1987-1990) and by Ohio Board of Regents Academic Challenge (1988) and Program Excellence (1986). Ernest Boyer's College: The Undergraduate Experience in America (1987) cites the program's approach to senior projects as a leading national example of summary evaluation. The National Institute of Education chose the program as one of eleven models for liberal education in 1985, and a prominent Advisory Committee of Miami's Department of Architecture strongly endorsed Miami's plan for enrolling all architecture majors here for liberal education (1987). The program has collected detailed information about 90% of its 612 graduates of the past eleven years; it shows an array of attractive employment, awards, and advanced degrees. In annual alumni surveys, graduates rate the quality of the program far above national norms for alumni satisfaction.

The proposed Academic Challenge funding will permit cooperative work for interdisciplinary liberal education at Miami among the Western College Program and other interdisciplinary undergraduate programs. The directors of Black World Studies, Women's Studies, International Programs, American Studies and the University Honors Program enthusiastically support this proposal to strengthen curriculum and interdisciplinary community by funding a Visiting Scholar to jointly serve interdisciplinary programs.

RELATIONSHIP OF PROPOSAL TO INSTITUTIONAL PLANNING

Creation of a Distinguished Visiting Interdisciplinary Scholar position based in the Western Program and cooperatively serving other interdisciplinary programs will assist in achieving specific goals in this division's Academic Plan and address University goals in related areas as well.

In the curriculum area WCP seeks in its Five-year Plan "to be aware and attend to the different educational needs of women in the program including conscious attention to gender issues in selection of texts, pedagogy, and course topics." By cooperating with the Women's Studies Program to host a Visiting Scholar this commitment can be significantly advanced.

In the area of academic support the Visiting Scholar would assist the division in its goal "to support faculty professional development in a way that enables continuing professional growth in balance with programmatic needs and goals." This has several aspects. Visiting Interdisciplinary Scholars would provide professional collegiality for faculty in the Western Program and elsewhere. During the course of the grant each WCP faculty member could serve as a formal host and team-teaching partner for a different scholar. The WCP faculty member would be responsible for coordinating the visit with an appropriate interdisciplinary program elsewhere on campus. The project would involve Women's Studies, Black World Studies, International Programs, American Studies and the University Honors Program; it could move beyond these over the period of the grant. The cooperating program would participate in selection of the Visiting Scholar and in developing assignments during the visit. This approach should have long-term benefit for building colleague relationships across Miami's academic divisions.

Under the area of university service, the Visiting Scholar would be central to the Western Program goal of contributing "to the development and support of other interdisciplinary programs on campus including International Programs, Black World Studies, Women's Studies, American Studies, and the University Honors Program." The project would also help "to promote continuing recognition of the program within the state and nation as an outstanding example of the possibilities for effective liberal arts education within a comprehensive public university." Teaching in other programs as a form of university service would be facilitated; the Visiting Scholar's teaching in the WCP curriculum could allow a Western faculty member to teach a course in another interdisciplinary program on campus. Due to heavy enrollment in Western courses WCP faculty cannot presently be assigned to such teaching even though there have been repeated requests for it.

The Visiting Scholar would clearly support some "major academic objectives for Miami University" given in the University Draft Academic Plan. This includes development of Interdisciplinary Programs across campus through the work of the Scholar and through enabling WCP faculty to respond to teaching requests from those programs. The directors of several programs have enthusiastically endorsed this initiative and are eager to participate in it.

The project could also support implementation of the Miami Plan for Liberal Education. Visiting Scholars might be able to assist the Liberal Education Council and the University Director in thinking through strategies for achieving some goals of the Plan. Support for international programs through a Visiting Scholar might have considerable value in building this area.

ACADEMIC CHALLENGE PROPOSAL

Western College Program
School of Interdisciplinary Studies
March 3, 1989

I. PROGRAM DESCRIPTION AND MISSION

Interdisciplinary approaches to problem solving -- bringing together insights from more than one discipline -- are ways to address diverse social, cultural and aesthetic agenda with flexibility and imagination. By pursuing a liberal arts education grounded on interdisciplinary approaches the Western College Program supports students and faculty who are developing critical thinking skills that enable them to play a leading role in shaping their environments. The program also focuses on how environments can influence personal action.

The School of Interdisciplinary Studies (Western College Program) is the only degree-granting residential college within a state university of Ohio. Its mission as a University division is to extend in a deliberately innovating manner Miami's historic commitment to liberal education and career preparation in a residential environment. The program has four distinctive features:

CORE CURRICULUM A sequential, team-taught, interdisciplinary core curriculum of sixty-four credit hours addressing the natural sciences, social sciences, humanities and arts is required for all majors. The core is taught by eleven full-time faculty in formats of lectures to large groups (ave 125) combined with seminars (ave 20-25). The core curriculum is an alternate way to complete the University Requirement. It features a coordinated writing program with support of a Writing Center and trained peer tutors.

LEARNING CONTRACT FOCUS Majors are guided by written learning contracts developed for each student and requiring by the end of sophomore year signed approvals by a faculty advisor, the associate dean, the dean and the student. Minimally, thirty-two semester hours of advanced coursework focused on a career or personal goal and taken in other University divisions during the junior and senior years is required. Majors also take Western Program junior seminars in advanced interdisciplinary interpretation. All majors complete a year-long senior project based on their focus area and carried out through a two-semester research workshop; results are reported in a public conference and in a written thesis. Completion of the core and learning contract programs earns the Bachelor of Philosophy degree.

FACULTY ADVISING Demanding advising commitments involve faculty in individual advising for freshmen, assessment of student written work required in every course, career advising for advanced learning contracts, advising field study, internships or study abroad during the junior year, and tutorial advising for year-long senior projects.

RESIDENTIAL ACADEMIC COMMUNITY The program features activities that encourage active learning by full use of its residential setting. Programs unifying curriculum around a topic, theme, issue, figure, or text link classroom, academic and social events. Residential scholars, programs on personal growth or career options, and frequent lectures, discussions, films, readings, art, performance, drama, or musical presentations contribute to a rich small-college environment.

II. APPROPRIATENESS AS A CENTER OF EXCELLENCE

A. MEASURES OF STRENGTH

1. SELECTED RECENT AWARDS AND CITATIONS

- ** 1989: Environmental Design alumni were asked by the Architecture Department to identify strengths of their undergraduate studies; they cite the Western Program portion more often than any other.
- ** 1988: Academic Challenge Award to the Western Program to develop a discovery-oriented laboratory program in the sciences and a quantitative reasoning/instructional computing program across the curriculum. First-year funding: \$74,858.
- ** 1987: The Fund for the Improvement of Postsecondary Education of the U.S. Department of Education selects the Western Program as one of 78 major award recipients from 2000 applicants, for longitudinal study of student learning, 1987-1990. Amount: \$86,956.
- ** 1987: Ernest Boyer, College: The Undergraduate Experience in America, cites the Western Program senior project workshop as the exemplary approach for measuring learning outcomes for seniors as recommended by the Carnegie Foundation. Ch. eleven, pp. 259-60.
- ** 1987: Department of Architecture National Advisory Committee of Bill N. Lacy, Walter Netsch, Kermit C. Parsons, Larry Richards and Carl Schorske review the Architecture-Western liberal education program. They report "strong evidence that Western's liberalizing program of interdisciplinary studies . . . could lead to a particularly humanized approach to architecture and the environment" and "encourage further development of this unique part of Miami's program."
- ** 1986: Ohio Board of Regents Program Excellence Award for revisions to improve integration of freshman curriculum, for assessing student learning in alternate models of liberal education at Miami, and for elaboration of efforts in writing across the curriculum. Amount: \$120,185. External OBR reviewers make these evaluations:
 - + Clear faculty vision of holistic curriculum including diversity and creativity in both the classroom and residential learning community;
 - + Superior student achievement as indicated by academic awards, recognition, special projects, and senior project conference;
 - + Student interest and involvement in coursework beyond requirements;
 - + Writing Center unique, valuable, and heavily utilized by students;
 - + Excellent faculty capacity to stimulate and expand student interest;
 - + Value-addedness illustrated by extreme commitment of faculty and residential community nature of the program.
- ** 1985: U.S. Department of Education's National Institute of Education selects Western Program as one of eleven "model" liberal education programs for its "distinctive features as a community of learners." National Commission on Excellence in Education, Starting With Students: Promising Approaches in American Higher Education, pp. 30-31.
- ** 1985: North Central Association of Colleges and Schools Accreditation Report cites "development of the Western College campus as a creative and effective interdisciplinary school" as item ten among nineteen major strengths of Miami University -- the only degree program so named.

2. STUDENT ENROLLMENT AND RETENTION, QUALITY AND DIVERSITY OF VALUES

The Western Program has shown a steady increase in enrollment over four years with 2,839 credit hours registered in fall 1988 compared to 2,787 in fall 1987, 2,557 in fall 1986 and 2,216 in fall 1985. Entering majors and upper-division transfers have increased significantly. Retention rates have been very positive -- the ratio of graduating-to-entering students since 1981 has been 87%, partly reflecting a positive transfer ratio. An individual tracking study of the entering class of 1979 showed a retention rate of 78% to graduation in 1982, with the University average that year 58%.

This year's 60 first-year students had an average ACT score of 27 (27.6 for those who indicated the Western Program at time of application) -- well above the already very high Miami average of 26. For the past ten years, Western Program majors have consistently had ACT score averages at least one point higher than the general University average. The ACE/UCLA Cooperative Institutional Research Program evaluation instrument (1988) suggests that upon entry students selecting the Western Program bring diversity of educational values to Miami. In comparison to the total university group, 1989 Entering Western Program majors show a profile reflecting:

- + A more serious academic orientation;
- + A stronger emphasis on social concerns and social justice issues;
- + A greater openness to diversity of people and views;
- + A valuing of the importance of philosophic and abstract issues over financial gain as the primary function of education.

3. STUDENT PERFORMANCE ON STANDARDIZED TESTS

ASSESSMENT INSTRUMENTS With the aid of Program Excellence funding during 1986-87 and with FIPSE funding since 1987, the Western Program has conducted an assessment project designed to increase understanding of the program's impact on student development. Both cross-sectional and longitudinal studies are being carried out using these instruments:

- ACT College Outcomes Measures Program (COMP/Assessment of Reasoning and Communication Test -- Total, Speaking, Writing, Reasoning);
- McClelland, Stewart & Winter's Tests of Thematic Analysis and Argument;
- Measure of Epistemological Reflection (Baxter-Magolda design based on William Perry's scheme of intellectual development);
- ACT Activity Inventory (instruments for reporting involvement with the student's environment -- an assessment area valued by Ernest Boyer);
- Structured Interview (to assess educational goals, social support structures, preferred ways of knowing, and approach to gender issues);
- College and University Environment Scales ; College Characteristics Index (empirical instruments for measuring institutional atmosphere);
- Academic Profile (designed to assess three generic liberal arts skills across four content areas).

Western entering first-year students and graduating seniors have been given various configurations of this set of instruments. For comparison, a group of freshman and senior students enrolled in other Miami programs have been tested; this control group was individually-matched by detailed pairings of entering ACT score, gender, and stated area of academic interest.

ASSESSMENT RESULTS In a 1986-87 cross-sectional study the matched sample of non-Western seniors scored higher than the two freshman groups on three of the eight assessment instruments. Western Program seniors scored as follows:

- + Higher scores on all test instruments than either freshman group;
- + Significantly higher scores (.05 level) than the Western freshman group on the ACT COMP Total, despite having had freshman ACT scores more than two points below the 1986 freshmen;
- + Significantly higher scores (.05 level) than either freshman group on the ACT Activity Inventory and on the MSW Test of Thematic Analysis;
- + Significantly higher scores (.05 level) than the matched senior group on the COMP Speaking test and on four of the six sub-scales of the Baxter-Magolda intellectual development test (Perry).

A 1987-88 cross-sectional study utilized a new instrument developed by ETS to assess liberal arts skills in content areas, the Academic Profile. Results showed Western Program seniors scoring higher than all other groups. Western and non-Western freshmen as well as non-Western seniors completed on average 76% of the test items correctly. Western seniors completed on average 82% of the items correctly. All Miami groups were considerably above the national average, even when the comparison group had comparable entering test scores.

In a comparison of descriptions of campus environment (CUES, CCI) by Western and non-Western sophomores, juniors and seniors, Western students provided a profile which resembles those typical of descriptions given by students at selective liberal arts institutions. In comparison to descriptions given by non-Western Miami students, Western students' descriptions of their collegiate atmosphere were: more scholarly; more encouraging to awareness of self and the environment; fosters a stronger sense of community. Western students reported valuing education for its intrinsic character; the non-Western group reported a utilitarian outlook on the purpose of education. Non-Western students also reported a more social and utilitarian orientation to their entire collegiate experience than did Western students.

In a preliminary analysis of the structured interviews, Western students give strong testimonial evidence to the effectiveness of the Western Program in reaching goals that are formally described in its academic plan (to appreciate and learn from difference, diversity, similarity, and homogeneity; to pursue critical analysis, synthesis, and critical consciousness). Students also appear to have developed strong interpersonal support networks which complement the effectiveness of the residential program. Expected gender differences in approaches to learning were not found among Western students -- suggesting that the program's formal initiative to include gender materials in the curriculum may have been effective.

Quantitative data from nationally-standardized tests have been reported for some graduates of the Western Program. For fifteen Law School Admissions Test scores returned in surveys of alumni since 1983, the average LSAT percentile ranking is 85.7%. Reported scores on Graduate Record Examinations since 1978 yield an average verbal percentile ranking of 79.3% (n=37), and an average quantitative percentile ranking of 69.2% (n=37).

4. ILLUSTRATIVE STUDENT AWARDS AND ACHIEVEMENT

UNDERGRADUATE RECOGNITION: 1987-88 SAMPLE Among 32 seniors, one was inducted into Phi Beta Kappa, two into Sigma Xi, two into Phi Kappa Phi, five graduated cum laude, one magna cum laude, three summa cum laude, and three with University Honors. Five majors received Miami Undergraduate

Research Grants. Five of the 60 WCP juniors who were inducted into Mortar Board (chosen from approximately 3100 juniors at Miami) were WCP majors. One WCP first-year student was named an Ohio Fellow. Senior Jon Patton was first alternate for a Rotary Scholarship and was named Outstanding Young Man of America for Phi Kappa Phi.

Bradley Abrahamson received the Hugh and Winbourne Nichols Alumni Scholarship for 1988-89 and a Scholar/Leader Award. Timothy Baldwin was recognized for outstanding academic achievement by the Council of Freshman Advisors. Scott Blevins was named Vice President of Lambda Sigma, a sophomore honor society focused on scholarship, leadership and service. Three Western students were elected 1989-90 ASG Officers -- one third of the elected ASG posts. Kris Curry won the first place Montaine Award for a short story written by a junior at Miami University, chosen by external judges.

POSTGRADUATE ACADEMIC ACHIEVEMENT Major awards for graduate study to Western students include three International Rotary Fellowships since 1979, a National Science Foundation Fellowship in International Relations, 1983; Fellow of the Council on Library Resources, University of Michigan, 1983; a Fellowship in Social Relations, The Hague, 1985. Two students were named Harry S. Truman scholars, two were Truman finalists, and one a Rhodes Scholar finalist. Alumni include the first Miami exchange students to Kansai Gaidai University, Japan, and to Zhongshan University, People's Republic of China; English Fellow of the Japanese Ministry of Education, Izumo.

An extremely strong record of completed post-graduate work has been reported, particularly by women. Most numerous reported degrees held are M.A. (n=38), J.D. (n=35), M.S. (n=22) and Ph.D. (n=17). In alumni surveys through 1985 (with 77.6% response rate of all graduates), 62% reported holding or pursuing advanced degrees. In a 1986 survey (n=184), this additional information was obtained:

- + 22% of female alumni, compared to a national norm of 8% given by ACT, report that they either have or intend to obtain a Ph.D.;
- + 14% of male alumni, compared to a national norm of 12% given by ACT, report that they either have or intend to obtain a Ph.D.;
- + 23% of females and 27% of males have or will obtain a masters degree;
- + 12% of females and 14% of males have or will obtain a professional degree;
- + 97% of alumni responding report having taken at least one post-graduate course, and 75% report having earned more than 20 graduate credit hours.

POSTGRADUATE EMPLOYMENT In alumni surveys of 425 total graduates through 1985 with 330 responding, 62% (204/330) reported employment in 30 career fields. The career most often reported is management -- in business, human services, and the arts. Health and human services positions are second most numerous. Other leading professions include attorney, media or journalism, and sales. Other examples of positions include: Chief Trader of the Foreign Exchange Department, Society National Bank of Cleveland; Manager of State and Local Government Affairs for the Cincinnati Chamber of Commerce; Assistant Professor of Economics, Williams College; Chef, Hyatt Regency Hotel, Cincinnati; Director, WBNS TV, Columbus; Director of Ohio United Synagogue of America, Cleveland; Editor, Hospitals Magazine, American Hospital Association, Chicago; Aide to U. S. Senator John Glenn; Appointments Secretary to Governor Richard Celeste; U. S. Supreme Court Reporter, Cable News Network.

LONGITUDINAL ALUMNI STUDY In July 1983, 345 graduates were asked to rate their satisfaction in three areas: preparation for career; the WCP academic program; the quality of the total Western program including its residential aspects. The response rate was unusually high -- 75% of possible respondents (261/345) returned rating forms and comments. Results were:

- + 83% rated preparation for career in the two highest possible categories;
- + 91% rated satisfaction with academic program in the top two categories;
- + 87% rated satisfaction with total program in the top two categories;
- + 47% rated the total program in the highest possible category.

With the aid of Program Excellence funds, the longitudinal study of alumni was expanded in 1986-87 using a detailed, nationally-normed alumni questionnaire developed by ACT and mailed to 400 alumni. The response rate was 46% (n=184/400), regarded as "extremely high" in professional reports on this instrument. Key findings were:

- + 84% compared WCP favorably to other colleges; national norm is 36%
- + 88% said WCP helped them understand different philosophies and cultures; national norm is 36%
- + 90% said WCP helped them understand interaction with the environment; national norm is 27%
- + 64% said WCP helped them recognize their rights, responsibilities, and privileges as a citizen; national norm is 22%
- + 70% said WCP helped them understand and apply arts; national norm is 28%
- + 76% said WCP helped them define and solve problems; national norm is 44%
- + skills acquisition was rated very highly: writing 85% (vs norm 40%); speaking 51% (vs norm 35%); working independently 78% (vs norm 54%)
- + WCP was rated significantly above national norms in nineteen categories -- all but two in the survey; approximately at national norms in "organizing time," and slightly below national norms in "applying mathematics in daily activities."

5. QUALITY OF FACULTY

BACKGROUND Interdisciplinary Studies faculty have shown strong continuing commitment: 50% of originally-hired staff remain, with service ranging up to sixteen years at Miami. All were recruited specifically for WCP; all have doctoral degrees -- from Brandeis, California, New York University, Florida, Harvard, Indiana, Minnesota, Ohio State, Pennsylvania, Stanford, Virginia Tech, Texas A&M, and Wisconsin.

TEACHING AND ADVISING Teaching and advising are principal faculty commitments. During 1988-89 eleven full-time faculty carried 12-contact-hour assignments distributed as three courses and two preparations each semester. Registered credit instruction per fte faculty increased from 214.3 (10.5 fte faculty) fall 1985 to 246.9 fall 1988 (11.5 fte faculty) and from 211.2 (1986) to 248.4 (1989) spring term without honors inflation factors.

SCHOLARSHIP, CREATIVE ACTIVITY, GRANTS Teaching and advising are complemented by active research, creative activity, grant development and service. During 1987-88 alone, for example, the ten faculty published 1 book chapter, 8 refereed articles and 5 creative works, had 13 refereed articles and 1 book accepted and submitted 2 books to publishers. Faculty also presented 3 papers at international conferences, 21 papers at national meetings, 20 at regional meetings; 4 grants were received in national competition and 3 in state and local; one national conference was organized. Several books were under development with 3 under contract. Historically, scholarly work has ranged from history of science to writing theory, aquatic chemistry and agricultural economics to landscape in the arts and literary criticism, biomedical ethics to medieval philosophy. Since 1980 external grant support received has totaled almost \$500,000, including funding by the National Science Foundation for aquatic systems research and field studies in

Antarctica (each with student participation). Grants have included National Endowment for the Humanities awards, Fulbright Awards for teaching abroad, and awards from the U. S. Department of Education, Ohio Humanities Council, the Ohio Arts Council, and the Council for the International Exchange of Scholars to host Miami's first year-long Fulbright Scholar.

SERVICE The founding President of the Association for Integrative Studies is on the faculty and its Newsletter is published here quarterly. Executive Board positions are currently held in the History of Science Society, the Association for General and Liberal Studies, the Association for Integrative Studies and the National Writing Centers Association. The University Committee on the Improvement of Instruction has been chaired four times by WCP faculty since 1974 and the University Admissions Committee twice. The dean served two years as Director of the University Honors Program after chairing a University study team that successfully designed it, and has chaired the University Liberal Education Forum since 1986. The division hosted the 1987 Association for General and Liberal Studies Conference in Cincinnati.

CONSULTING Western faculty have recently served as consultants on educational program development at the following institutions: College of Charleston, Earlham College, Butler University, Howard University, University of Cincinnati, Shawnee State, New York City Writing Project, Northern Essex Community College, Clarkson College, Monmouth College (New Jersey), Yale University, Mount St. Clare College, Watauga College at Appalachian State University, Glassboro State College, Duquesne University, Keuka College, Utah Valley Community College, Bethune-Cookman College, South Carolina Commission on Higher Education, Hutchins School of Liberal Studies at Sonoma State University, St. Cloud State University and the University of Hartford.

B. RECORD OF INSTITUTIONAL SUPPORT

The Western College Program was established as an academic division by the Board of Trustees in 1974; this status was reaffirmed in 1978 and 1980. In 1980, the Department of Architecture sought and received approval for Environmental Design majors to complete liberal education requirements through the Western core program and residency. Since 1986 the program has won both Program Excellence and Academic Challenge Awards.

The Western College Alumnae Association provides operating support for artists-in-residence, senior project research, student travel abroad, an archive of women's educational history, the Western Writing Center and other projects. Through a bequest exceeding \$100,000 from a Western alumna, a four-year full-tuition scholarship has been established.

Through State of Ohio capital funding Miami has allocated \$2,000,000 for improvements in Boyd Hall; the entire second floor is being refitted for WCP science teaching and research. Miami provided funding to install a WANG OIS information processing system in Peabody, and IBM PCs have been provided to all faculty. Peabody Library has operated since 1980 as a study area and curriculum-support facility. Leonard Theater has been renovated with installation of a projection booth, sound system, and video system.

C. RELATION TO STRATEGIC NEEDS OF THE STATE

Ohio faces increasingly complex challenges to which its citizens must respond. Interdisciplinary approaches to problem solving provide a means for addressing social and cultural agenda with flexibility and imagination. This

is evident in the record of Western Program graduates in fields such as management, law, health and human services, education, and environmental policy. It is clear in the continuing endorsement of the program as an enriching approach to liberal education for future designers and architects. The Program is increasingly a model for other institutions who desire to improve quality in liberal education programs.

Many WCP alumni are committed to work in the public sector, holding important appointments in congressional and State of Ohio offices, staff work for the U.S. Senate, appointments in the U.S. Foreign Service, VISTA and the Peace Corps, and work with service and regulatory agencies. Behind this record is the program's long commitment to the civic value of involvement with one's immediate community and environment.

III. GOALS AND PLANNED ENHANCEMENT

The Western Program Five-year Plan calls for support of other Miami interdisciplinary programs with special attention to minority, gender, and international issues. The goal of the planned enhancement is to create a Distinguished Visiting Interdisciplinary Scholar position to be hosted by the Western Program and to serve needs and interests of other interdisciplinary programs. This project is endorsed by the Directors of Black World Studies, Women's Studies, International Programs, American Studies, and the University Honors Program.

The Visiting Scholar typically would be appointed for one semester. She or he would team-teach one course in the Western Program and one course in the related interdisciplinary program during residence at Miami. The individual would live in Peabody Hall or in a home on campus, would be involved in an array of enrichment activities across the University -- especially for interdisciplinary programs -- and could give public lectures.

Visiting Scholars would consult with interdisciplinary programs, bring together various programs and personnel for common activities, bring new ideas and approaches into the Miami community, assist in developing a response to Miami's new liberal education program. The presence of the scholar would facilitate participation by Western Program faculty members in the University Honors Program and other interdisciplinary programs on campus by providing some replacement teaching for the required WCP curriculum.

IV. EVALUATION PLAN

At the end of their term each Visiting Scholar would be asked to write an assessment of their time on campus, to include recommendations for improving the Western Program and other interdisciplinary programs, and to make suggestions that assist Miami in achieving planning goals concerning interdisciplinary programs. Student and faculty evaluations of the impact and effectiveness of each Visiting Scholar would be gathered in a systematic way.

After six years the initial twelve Visiting Scholars would be invited to campus to participate in a symposium on the state of interdisciplinary education in 1995 -- perhaps as part of an Association for Integrative Studies national conference. The twelve scholars would lead a focus group to evaluate the cumulative impact of their appointments on Miami and to review materials pertaining to the current state of interdisciplinary work. Faculty, students and alumni of Miami interdisciplinary programs would also participate.

WCP ACADEMIC CHALLENGE: PROPOSED BUDGET

		<u>Subtotals</u>	<u>Base Totals</u>
1.	<u>1988-89 Budget Base</u>		
	A. Personnel		
	(1) Salaries (Faculty, Unclassified Professional Staff, Classified Civil Service)	567,604	
	(2) Benefits for all personnel	158,007	
	Personnel Subtotal:	<u>725,611</u>	
	B. Operating Expenditures		
	(1) Student Wages	3,435	
	(2) Telephone Rental	9,072	
	(3) Travel	8,250	
	(4) University Guests	840	
	(5) Lecture Fund	2,625	
	(6) Contingency	2,625	
	(7) Other Expenses	22,972	
	Operating Subtotal:	<u>49,819</u>	
	C. Equipment		
	(1) Equipment	23,500	
	(2) Equipment Maintenance	3,380	
	Equipment Subtotal:	<u>26,880</u>	
	TOTAL BASE BUDGET		<u>802,310</u>
2.	<u>Projected Enhancement Expenditures for 1989-90</u>		
	A. Enhancement Budget for 1989-90		
	(1) Base Budget for 1989-90		
	(2) 1988-89 Inflator = 5%	ADJUSTED BASE BUDGET:	<u>842,425</u>
	(3) Minimum Enhancement (10%) in 1989-90:	84,425	
	(4) Actual Enhancement Requested	84,800	
	B. Expenditures for 1989-90		
	(1) Personnel	79,800	
	(2) Operating	5,000	
	(3) Equipment	0	
	(4) Actual 1989-90 Expenditures	84,800	
	(5) Available Enhancement Funds	84,800	
	(6) Funds Carried Forward	0	
3.	<u>Projected Enhancement Expenditures for 1990-91</u>		
	A. Enhancement Budget for 1990-91		
	(1) Base Budget		<u>842,425</u>
	(2) 1990-91 Inflator=5% ADJUSTED BASE BUDGET:	884,546	
	(3) Minimum Enhancement (10%)	88,454	
	(4) Actual Enhancement Requested	89,040	
	(5) Funds Carried Forward	0	
	(6) Available Enhancement Funds	89,040	
	B. Expenditures for 1990-91		
	(1) Personnel	83,790	
	(2) Operating Expenses	5,250	
	(3) Equipment	0	
	(4) Actual 1990-91 Expenditures	89,040	
	(5) Available Enhancement Funds	89,040	
	(6) Funds Carried Forward	0	

Academic Challenge Proposal
Western College Program
School of Interdisciplinary Studies, Miami University
September 30, 1987

ABSTRACT

The School of Interdisciplinary Studies (Western College Program) at Miami University is designed to bring insights from more than one academic field to the synthetic study of social, scientific and artistic questions, issues and problems. Its focus is on undergraduate students -- their personal growth, how they learn, how well they learn, and how they can develop problem-solving abilities that enrich society as well as their personal lives and careers.

Several novel approaches to learning are used by this program. A required, sequential, two-year core curriculum in the natural sciences, social sciences, humanities and arts is taken together by all students. Original source materials are discussed in small seminars with an inquiring, scholarly faculty who can give students personal attention. Every student majoring in the program completes an individualized plan of study that includes advanced courses selected from other divisions of Miami University to meet professional or personal goals. Students work with faculty advisors beginning in the freshman year, and seniors complete year-long directed projects to demonstrate accomplishment in their fields.

The program is set in a residential community where students and faculty take advantage of planned programs and resources that supplement classroom instruction -- visiting scholars, community theater, film showings, arts events, a Writing Center, a personal computer center, and faculty in residence. Students and faculty provide leadership in building the academic community, developing civic values and social engagement.

The Western College Program has been cited often for positive educational innovation and for the accomplishments of its graduates. Major awards for program development have been given by the U. S. Department of Education Fund for the Improvement of Postsecondary Education (1987) and by Ohio Board of Regents Program Excellence (1986). Ernest Boyer's College: The Undergraduate Experience in America (1987) cites the program's approach to senior projects as a leading national example of summary evaluation. The National Institute of Education chose the program as one of eleven models for liberal education in 1985, and a prominent Advisory Committee of Miami's Department of Architecture strongly endorsed Miami's plan for enrolling all architecture majors here for liberal education (1987). The program has collected detailed information about 90% of its 523 graduates of the past ten years; it shows an array of attractive employment, awards, and advanced degrees. In annual alumni surveys, graduates rate the quality of the program well above national norms for alumni satisfaction.

Academic Challenge funding will permit the program to advance instruction in quantitative reasoning and in science for all students in the curriculum -- by employing faculty with needed expertise, by creating a computerized classroom facility, and by improving the existing abilities of current faculty. These steps will strengthen the curriculum in order to provide students with added flexibility and with skills useful both for further learning and for future leadership roles.

ACADEMIC CHALLENGE PROPOSAL

Western College Program
School of Interdisciplinary Studies, Miami University
September 30, 1987

I. PROGRAM DESCRIPTION

Extending in an innovating manner Miami's historic commitment to combining liberal education with career preparation for undergraduates in a residential environment, the School of Interdisciplinary Studies (Western College Program) is the only degree-granting residential college within a state university of Ohio. Its distinctive features include:

- ** Core Curriculum A team-taught, interdisciplinary required course sequence of sixty-four credits addressing natural sciences, social sciences, humanities and arts serves 241 program majors in 1987-88 plus fifty-eight first-year Environmental Design majors and forty others. The freshman year features a unique applied field laboratory providing integrating work to connect the other three courses in that year. Additionally, majors complete two junior seminars in research methods and a year-long senior project in their focus areas.
- ** Learning Contract Programs Individually-advised written programs for each major guide advanced study and include thirty-two credits in courses of other University divisions. Each requires formal approval by a faculty advisor and the SIS dean.
- ** Faculty Advising Full-time faculty advise freshman students both individually and in groups, work with sophomores to develop learning contract programs, advise field studies, internships, or study abroad during the junior year for many students, direct year-long projects for every senior (42 in 1987-88) and counsel students in career development.
- ** Residential Academic Community Placing deliberate emphasis on connecting life beyond the classroom with academic work, the Program sponsors Scholars-in-residence, a speaker series, informal programs on personal growth and career development, artistic, film, theater and musical events. Students are involved in all governing bodies of the program, often having leadership roles.
- ** Personnel The program is staffed by a dean, an associate dean, ten full-time faculty, heads of residence halls qualified to teach in the program, an administrative assistant and two support staff. All ten continuing faculty were recruited for interdisciplinary experience; two are professors, five associate professors, and three assistant professors. Forty percent are women or minority; eight are tenured.
- ** Facilities The program is centered in Peabody Hall, which houses 166 students, offices for all staff, seminar rooms, a lecture hall and theater, the Peabody Library, a Writing Center, a microcomputer center, two faculty apartments, student service areas and other Miami programs. McKee Hall houses 79 students, classrooms and community areas. Boyd Hall has laboratories for teaching and research, classrooms, catalogued scientific apparatus pertinent to the history of women in science, and other Miami programs.

- ** Equipment Computer equipment includes a Wang Office Information System designed for both administrative and faculty use, IBM personal computers in the Writing Center and a student microcomputer center with twelve IBM PCs for residents. Faculty members have IBM PCs with dot-matrix printers in their offices and access to the program's IBM laser printer. Leonard Theater features an extensive sound and video system including equipment for film and slide projection and large-screen television; this space has theater lighting. A Peabody classroom is equipped for video monitoring of seminars and has audio and video equipment for assessment work. Laboratory equipment in Boyd Hall includes an atomic absorption/emission spectrophotometer and related equipment for water quality research funded by the National Science Foundation Office of Polar Programs.

II. APPROPRIATENESS AS A CENTER OF EXCELLENCE

A. MEASURES OF STRENGTH

1. SELECTED RECENT AWARDS AND CITATIONS

- ** 1987: The Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education selects the Western Program as one of 78 recipients among 2000 original applicants nationwide for a major three-year award to support a longitudinal study of student learning. To begin 1987-88. Amount: \$86,956.
- ** 1987: Ernest Boyer in College: The Undergraduate Experience in America cites the senior project workshop of the Western Program as the exemplary approach for measuring learning outcomes through senior theses and colloquia as recommended by the Carnegie Foundation. Ch. eleven, pp. 259-60.
- ** 1987: Department of Architecture National Advisory Committee of Bill N. Lacy, Walter Netsch, Kermit C. Parsons, Larry Richards and Carl Schorske review the Architecture-Western liberal education program. They report "strong evidence that Western's liberalizing program of interdisciplinary studies . . . could lead to a particularly humanized approach to architecture and the environment" and "encourage further development of this unique part of Miami's program."
- ** 1986: Ohio Board of Regents Program Excellence Award of \$120,185 for revisions to improve integration of freshman curriculum, assessing student learning in alternate models of liberal education at Miami, and elaboration of efforts in writing across the curriculum. External on-site reviewers chosen by OBR make these evaluations of the program:
- + Clear faculty vision of holistic interdisciplinary curriculum including diversity and creativity in the classroom and in the entire residential learning community;
 - + Superior student achievement as indicated by academic awards, recognition, special projects, and senior project conference;
 - + Student interest and involvement in coursework beyond requirements;
 - + Writing Center unique, valuable, and heavily utilized by students;
 - + Excellent faculty capacity to stimulate and expand student interest;
 - + Value-addedness illustrated by extreme commitment of faculty and residential community nature of the program.
- ** 1985: U.S. Department of Education's National Institute of Education selects Western Program as one of eleven "model" programs nationwide

for liberal education because of its "total experience" and "distinctive features as a community of learners." Published in National Commission on Excellence in Education, Starting With Students: Promising Approaches in American Higher Education, pp. 30-31.

- ** 1985: North Central Association of Colleges and Schools Accreditation Report cites "development of the Western College campus as a creative and effective interdisciplinary school" as item ten among nineteen major strengths of Miami University -- the only degree program so named.

2. STUDENT ENROLLMENT, QUALITY, RETENTION

The Western Program has shown a steady increase in enrollment during the last four years with 2,787 credit hours registered in fall 1987 in comparison to 2,557 in the fall of 1986 and 2,216 in the fall of 1985. The headcount of Western Program majors likewise has increased from 190 in the fall of 1984 to 241 in the fall of 1987. This year's 61 freshman majors in the Western Program have an average ACT score of 27.2 -- well above Miami's already very high freshman class average of 25.9. For the past ten years, Western Program majors have consistently had score averages at least an ACT point higher than the general University average. Retention rates have been very positive and consistent -- the ratio of graduating-to-entering students since 1981 has been 87%; this partly reflects a positive rate of transfer from other Miami majors. An individual-tracking study of the Interdisciplinary Studies freshman class of 1978 showed a retention rate of 78% to graduation in 1982, with the University average that year 58%.

3. STUDENT PERFORMANCE ON STANDARDIZED TESTS

With the aid of Program Excellence funding during 1986-87 the Western Program conducted an assessment project designed to increase understanding of the program's impact on student development over four years. A cross-sectional study of students' liberal arts skills was carried out using these instruments:

- ACT College Outcomes Measures Program (COMP/Assessment of Reasoning and Communication Test - Total, Speaking, Writing, Reasoning);
- McClelland, Stewart & Winter's Tests of Thematic Analysis and Argument;
- Measure of Epistemological Reflection (Baxter-Magolda design based on William Perry's scheme of intellectual development);
- ACT Activity Inventory (instruments for student reporting of involvement with their environment -- an assessment area valued by Ernest Boyer).

Western entering freshmen (n=37) and graduating seniors (n=30) were given this four-hour set of instruments. For comparison, a group of freshman (n=27) and senior (n=22) students enrolled in other Miami programs was tested; this group was matched as closely as possible by individual pairings of entering ACT score, sex, and area of academic interest. The matched sample of seniors scored higher than the two freshman groups on three of the eight key assessment instruments.

Western Program seniors scored as follows:

- + higher scores on all test instruments than either freshman group;
- + significantly higher scores (.05 level) than the Western freshman group on the ACT COMP Total, despite having had freshman ACT scores more than two points below the 1987 freshmen;
- + significantly higher scores (.05 level) than either freshman group on the ACT Activity Inventory and on the MSW Test of Thematic Analysis;
- + significantly higher scores (.05 level) than the matched senior group on the COMP Speaking test and on four of the six sub-scales of the Baxter-Magolda intellectual development test (Perry).

The FIPSE grant awarded in 1987-88 will allow the Western Program to expand this study over a four-year period with the Miami class of 1990.

Quantitative data from nationally-standardized tests have been reported for some graduates of the Western Program. For fifteen Law School Admissions Test scores returned in surveys of alumni since 1983, the average LSAT percentile ranking is 85.7%. Reported scores on Graduate Record Examinations since 1978 yield an average verbal percentile ranking of 79.3% (n=37), and an average quantitative percentile ranking of 69.2% (n=37).

4. STUDENT AWARDS AND ACHIEVEMENT

UNDERGRADUATE RECOGNITION: 1986-87 SAMPLE Western Program majors have been consistently recognized for unusual accomplishment while enrolled at Miami. A sample for the 1986-87 year alone includes Editorial Page Editor and Acting Editor of The Miami Student, three Presidential Distinguished Service Award winners, the winner of the Women's Studies essay contest, four senior members of Phi Beta Kappa, five of the ten total new inductees into Ohio Fellows, five winners of undergraduate research grants, two students who as single authors published articles in national refereed professional publications (NASPA Journal and Meiklejohn Education Foundation Journal), the Executive Vice-President of Associated Student Government, eighty-five majors on the Dean's List and thirty-one on the President's List, two Harry S. Truman scholars, one Rhodes Scholar finalist, and students in leadership roles for a variety of student groups ranging from fraternities and sororities to the Honors Student Board.

POSTGRADUATE ACADEMIC ACHIEVEMENT Major awards for graduate study to Western students include three International Rotary Fellowships since 1979, a National Science Foundation Fellowship in International Relations, 1983; Fellow of the Council on Library Resources, University of Michigan, 1983; a Fellowship in Social Relations, The Hague, 1985. Alumni include the first Miami exchange students to Kansai Gaidai University, Japan, and to Zhongshan University, People's Republic of China; English Fellow of the Japanese Ministry of Education, Izumo; Editor-in-Chief, Iowa Journal of Literary Studies 1984-85; Johnson Memorial Scholarship, Auburn School of Veterinary Medicine, 1982-86.

In earlier alumni surveys of 425 total graduates through 1985 (with 330 responding -- 77.6% response rate of all graduates to that time), 62% of responding alumni (204/330) reported holding or then pursuing advanced degrees. In the 1986 alumni survey (n=184), the following additional information was obtained:

- + 22% of female alumni, compared to a national norm of 8% cited by ACT, report that they either have or intend to obtain a Ph.D.;
- + 14% of male alumni, compared to a national norm of 12% given by ACT, report that they either have or intend to obtain a Ph.D.;
- + 23% of females and 27% of males have or will obtain a masters degree;
- + 12% of females and 14% of males have or will obtain a professional degree.

These data on alumni academic accomplishment document one of the program's highest priorities -- to encourage all students, and particularly to encourage women students, to develop their highest academic potential. All but 3% of alumni responding report having taken at least one post-graduate course, and 75% report having earned more than 20 graduate credit hours.

For a program having only ten years of graduates, an extremely strong record of completed post-graduate work has been reported. Most numerous reported degrees held are M.A. (n=38), J.D. (n=35), M.S. (n=22) and Ph.D. (n=17). Graduate study with scholarships, fellowships, and other means of support at prominent institutions is common -- Chicago, Cornell, Duke, Georgetown, Harvard, Johns Hopkins, Stanford and the London School of Economics are examples. 52 alumni attended graduate school at state institutions in Ohio and 42 attended state schools elsewhere.

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Examples of positions reported include: Chief Trader of the Foreign Exchange Department, Society National Bank of Cleveland; Manager of State and Local Government Affairs for the Cincinnati Chamber of Commerce; Assistant Professor of Economics, Williams College; Chef, Hyatt Regency Hotel, Cincinnati; Director, WBNS TV, Columbus; Director of Ohio United Synagogue of America, Cleveland; Editor, *Hospitals* Magazine, American Hospital Association, Chicago; Aide to U. S. Senator John Glenn; Appointments Secretary to Governor Richard Celeste; U. S. Supreme Court Reporter, Cable News Network. Graduates have been frequent volunteers for the Peace Corps, religious and social service agencies, political and community support organizations.

LONGITUDINAL STUDY Since the fall of 1983, when more than 50% of existing alumni returned to campus for a ten-year reunion, the Western Program has conducted a study of alumni progress toward professional objectives that OBR Program Excellence reviewers cited as "unusually extensive documentation on student activities beyond the baccalaureate." By regular surveys of graduates and quarterly publication of an interactive alumni newsletter the program has obtained current information on over 90% of all existing alumni (n=523).

SATISFACTION SURVEY In July 1983, 345 graduates to date were asked to rate their satisfaction in three areas: preparation for career; the WCP academic program; the quality of the total Western program including its residential aspects. The response rate was unusually high -- 75% of possible respondents (261/345) returned rating forms and comments. Results were:

- + 83% rated preparation for career in the two highest possible categories;
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BACKGROUND Interdisciplinary Studies faculty have shown strong continuing commitment to the residential college: 50% of originally-hired staff remain, with service ranging up to sixteen years at Miami. All were recruited specifically for WCP; all have doctoral degrees, from Brandeis, California, Emory, Florida, Harvard, Indiana, Minnesota, Ohio State, Pennsylvania, Stanford, Virginia Tech and Wisconsin.

TEACHING AND ADVISING Teaching and advising are the principal commitments of WCP faculty. During 1986-87 ten full-time faculty carried 12-contact-hour assignments distributed as three courses and two preparations each semester. Registered credit instruction per fte faculty increased from 214.3 fall 1985 to 247.5 fall 1986, and from 211.2 to 240.4 spring term, without including the inflation factor for honors courses.

SCHOLARSHIP, CREATIVE ACTIVITY, GRANTS Teaching and advising are complemented by active research, creative activity, grant development and service. During 1986-87 alone, for example, the ten faculty published 1 book, 13 refereed articles and 2 creative works, had 11 refereed articles and 1 book accepted and submitted 2 books to publishers. Historically, scholarly contributions have ranged from history of science to writing theory, aquatic chemistry and agricultural economics to landscape in the arts and literary criticism, biomedical ethics to medieval philosophy. Since 1980 external grant support received has totaled almost \$500,000, including funding by the National Science Foundation for aquatic systems research and field studies in Antarctica (each with student participation). Grants have included National Endowment for the Humanities awards, a Fulbright Award for teaching abroad, and awards from the Ohio Humanities Council, the Ohio Arts Council, and the Council for the International Exchange of Scholars to host Miami's first year-long Fulbright Scholar from abroad. The Fund for the Improvement of Post-Secondary Education will make major grants in 1987 to the Western College Program and to the University Liberal Education Project chaired by the SIS/WCP dean. FIPSE funding is highly competitive; it is quite unusual to receive multiple FIPSE grants in a single review cycle.

SERVICE The founding President of the Association for Integrative Studies is on the faculty and its Newsletter is published here. Funded and complementary consulting on educational reform has been conducted at a variety of institutions and inquiries, correspondence, and visits from other schools are regular events. Executive Board positions are currently held in the History of Science Society, the Association for General and Liberal Studies, the Association for Integrative Studies, and the National Writing Centers Association. The University Committee on the Improvement of Instruction has

been chaired four times by WCP faculty since 1974 and the University Admissions Committee twice. The dean served two years as Director of the University Honors Program after chairing a University study team that successfully designed it. The division will host the 1987 Association for General and Liberal Studies Conference in Cincinnati during October. The Chronicle of Higher Education September "back-to-school" issue on current trends in higher education featured a WCP faculty member.

B. RELATION TO INSTITUTIONAL MISSION AND RECORD OF INSTITUTIONAL SUPPORT

MISSION Since its founding by Miami's Trustees in 1974, the program's mission has been fully congruent with Miami's commitment to the instruction and development of undergraduate students. With an integrated program for academic and residential life featuring discussion-based teaching, the active involvement of students with original learning materials and with an inquiring faculty is central. The faculty are active scholars contributing to the development of knowledge in a variety of areas and to the understanding of teaching, learning, and the character of higher education.

RECORD OF SUPPORT Perhaps the clearest indication that the Western College Program was established as a priority of the University and continues to have that status is its creation as an academic division by the Board of Trustees in 1974, the affirmation of that status then by the Miami faculty through the University Council and Senate, and similar reaffirmations by each of these bodies in 1978 and 1980. In 1980, the Department of Architecture sought and received approval at all levels for Environmental Design majors to complete liberal education requirements through the Western core program and residency.

The Western College Alumnae Association provides operating support annually for artists-in-residence, senior project research, student travel abroad, an archive of women's educational history, the Western Writing Center and other projects. Through a bequest exceeding \$100,000 from a Western alumna, a special four-year full-tuition scholarship has been established for a Western Program student.

During the past five years the Provost's Office has provided temporary staffing to allow core course discussion sections to remain at approximately 25 students each even though enrollment has grown steadily during this time. In 1985 a master's-level instructor was appointed head resident of Peabody to coordinate residence and academic life. The State of Ohio has allocated \$1,000,000 for improvements in Boyd Hall, to include improvements in the entire second floor for WCP science teaching and research. Miami provided funding to install a WANG OIS information processing system, and IBM PCs for faculty. Peabody Library has operated since 1980 as a study area and curriculum-support facility. Leonard Theater has been recently improved by the installation of a projection booth, sound system, video system and new heating/air conditioning, and three new classrooms were created in Peabody last year.

C. RELATION TO STRATEGIC NEEDS OF THE STATE

The State of Ohio faces increasingly complex challenges to which its citizens must respond. Interdisciplinary approaches to problem solving -- using insights from more than one discipline synthetically -- clearly provide a means for addressing social and cultural agenda with flexibility and imagination. This is apparent in the successful record of Western Program graduates in fields of social and

economic utility -- management, law, health and human services, education, and environmental policy -- and it is clear in the continuing endorsement of the program as an enriching approach to liberal education for future designers and architects. In addition the Program can provide a model for other institutions in the state desiring to improve the quality of their liberal education programs. In fact, Shawnee State has already made extensive use of Western faculty as resources in the design of their new general education program.

Unusually large numbers of WCP alumni have committed themselves to work in the public sector, including staff work for the U.S. Senate Subcommittee on Aging and the Committee on Interior Affairs, appointments in congressional and State of Ohio offices, the U.S. Foreign Service, VISTA and the Peace Corps, and work with service and regulatory agencies. Underlying this record is the program's long commitment to the civic value of involvement with one's immediate culture and environment. The expectation that students and faculty take responsibility for common life in a residential setting combined with engaged critique of original sources applied to social and aesthetic concerns nurtures value-oriented commitment in numerous fields. This tradition of enabling an informed, involved citizenry is apparent in results of assessment studies and in stated attitudes and achievements of alumni.

III. GOALS AND PLANNED ENHANCEMENT

A. QUANTITATIVE REASONING

CONCERN Program Excellence funds allowed for a year of evaluation and improvement in teaching of writing, integrative functions of the freshman curriculum, and for assessment of student learning. Partly as a result of this evaluative work, some concern about the quantitative reasoning skills of current students has emerged. There appears to be need for more systematic instruction in quantitative reasoning. For instance, this is the only area where the satisfaction of WCP graduates fell below national norms on the ACT alumni questionnaire. And while students and faculty have begun making extensive use of computers for word processing applications in recent years, the potential of the program's computer resources for enhancing quantitative reasoning and classroom instruction has not yet been directly addressed.

PROPOSAL To respond, we wish to employ a new faculty member in an appointment similar to that of the director of the Writing Center: to have responsibility for developing quantitative reasoning, numerical and computer instruction across the curriculum. This person will spend one-third time on expanding faculty and student skills in the use of quantitative materials in their fields and in the development of computerized instructional materials and procedures for the program. The appointee will assist the program in selecting specific equipment and software to be utilized in a newly-outfitted computerized classroom which we propose to design during the first year of the grant and to locate immediately adjacent to the Peabody Hall microcomputer center. This classroom would be equipped with either 20 networked PC's or a mini-computer with 20 terminals depending upon the recommended state-of-the-art equipment at the time of purchase. Cost estimates were determined after consultation with computer experts on campus. The appointee will teach in the social science area and be expected to pursue national funding opportunities now emerging that can provide external support for program development in quantitative reasoning.

B. SCIENCE INSTRUCTION

CONCERN The OBR external review team for Program Excellence identified authentically-interdisciplinary science instruction as a key strength of the Western Program. Divisional planning has similarly named advancing science within this particular liberal arts context as important to the program's future. This is consistent with educational reform efforts of scientific professional associations; for example, both the American Association for the Advancement of Science and Sigma Xi have recently begun initiatives to advance interdisciplinary science instruction in undergraduate liberal arts programs. Scrutiny of residential college programs nationally suggests that the important role of scientific instruction and research in the WCP curriculum distinguishes this program from related educational efforts elsewhere and provides students and faculty an important learning resource. Physical improvements are scheduled for Boyd Hall in the near future to accommodate program improvements, and plans have been drawn for curricular development in science instruction to serve all students enrolled in the Western Program.

PROPOSAL To respond, we wish to employ an additional physical scientist who can complement the strengths of existing science faculty and allow us to broaden the teaching expertise available to the program. The individual to be identified will have an interdisciplinary orientation either in geology or physics. The appointee would be skilled in laboratory and field-based instruction and research with undergraduates. This individual can also build upon evolving commitments of the Applied Field Laboratory inaugurated this year in the freshman curriculum and support curriculum-wide initiatives in quantitative reasoning. This appointee would be expected to pursue external funding opportunities available for the development of science instruction in interdisciplinary liberal arts programs.

IV. DESCRIPTION OF EVALUATION PLAN

The evaluation plan for this proposal would include the following:

- ** Formal review of all course syllabi to determine if expected attention is given to quantitative instruction and the use of computers in classroom instruction -- on an ongoing basis and at defined intervals;
- ** Documentation of increasing faculty and student sophistication in the use of computers for purposes beyond word processing, particularly as evident in class assignments;
- ** Use of internal University consultants in the third year of funding to review and advise on progress toward goals;
- ** Use of two external consultants in the sixth year of funding to evaluate the effectiveness of science instruction and the uses of quantitative reasoning in the curriculum;
- ** Documentation of increasing use of quantitative reasoning and scientific understanding and inquiry in student senior projects.

Since daily evaluation of instructional activity is an inherent aspect of the program's pedagogy, we expect evaluation of these efforts to have a developmental quality. In a longer time frame we expect student assessment information and alumni survey data to reflect curricular improvements in quantitative reasoning and science instruction.

FIPSE ASSESSMENT MOMENT

MYERS-BRIGGS TYPE INDICATOR

The Myers-Briggs Type Indicator (MBTI) is a multiple choice personality test based on the typology theory developed by Carl Jung. When students answered the MBTI, they made choices on four preferences indicated by eight letters: E (Extraversion) or I (Introversion); S (Sensing) or N (Intuition), T (Thinking) or F (Feeling), and J (Judgment) or P (Perception). The MBTI assumes that every person uses all eight of the qualities described by these letters, but that people find one letter of each pair more interesting or comfortable than its opposite. This creates a possibility of 16 different combinations of personality types.

Extraversion/Introversion (EI) - When you are in the extraverted attitude, you relate more easily to the world of people and things outside you. When you are in the introverted attitude, you relate more easily to the ideas and concepts in your mind.

Sensing/Intuition (SN) - When you are perceiving with your sensing process, you are interested in what your five senses tell you--what exists in the present. When you are perceiving with your intuition, you are using your imagination to see new possibilities and insights hidden from the eye.

Thinking or Feeling (TF)- When you make judgments with your thinking, you base your decisions on impersonal analysis and logic. When you make your judgments with your feeling, you base your decisions on your values.

Judgment or Perception (JP) - When you are living by your judgment, you like to have things decided; your life is likely to be planned and orderly. When you are living by your perception, you don't want to miss anything; your way of life is likely to be spontaneous and flexible.

The above descriptions are taken from the Myers-Briggs Type Indicator Report.

The students completed the MBTI during their senior year. However, type theory suggests this personality measure should be relatively stable and not prone to frequent shifts. However, it is possible, since we do not have entry level type information, that the chosen

academic program has had an impact of the type response of the students.

MYERS-BRIGGS TYPE INDICATOR RESULTS

GROUP	EXTRAVERSION OR		SENSING OR		THINKING OR		JUDGMENT OR	
	INTROVERSION		INTUITION		FEELING		PERCEPTION	
	extraverted	introverted	sensing	intuition	thinking	feeling	judgment	perception
PREFERENCE				n				
interdisciplinary	9	19	4	24	14	14	8	20
disciplinary	18	13	16	15	15	16	22	9

On three (EI, SN, JP) of the four Myers-Briggs type dimensions the two groups are significantly different. Stated from the interdisciplinary perspective, interdisciplinary students are significantly (using a chi-square analysis) more likely to be introverted ($P < .05$), intuitive ($p < .006$); and perceptive ($p < .001$) than disciplinary students. From the disciplinary perspective, disciplinary students are more likely to be extraverted, sensing, and judgment oriented.

Research using type data and college students have suggested that different types of students look at the classroom/learning environment differently. Students who score high on extraversion are more action oriented while introverted students are more reflective. Students who score high on sensing are interested in the facts while intuition students are eager for abstractions and theoretical implications of materials. Judgment students are interested in having expectations clearly laid out for them and assignments with deadlines. Perception students are more tolerant of spontaneity and ambiguity.

The chart which follows shows the two most common type combinations for Interdisciplinary students are INFP and INTP both of which indicate persons with an interests in ideas, learning, and independent work. For disciplinary students the three most common types are ESTJ, ESFJ and ENFJ which all have an emphasis on being interactive (social) and being organized--getting things done. The disciplinary group has a wider spread throughout the various type blocks while the interdisciplinary group is heavily (roughly two-thirds of the students) concentrated in the IN (upper right corner) part of the chart.

Characteristics frequently associated with each type

Introverts

Extraverts

Introverts

Extraverts

Sensing Types

Intuitive Types

ISTJ 2-Disc. 0-Inter.

Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.

ISFJ 2-Disc. 2-Inter.

Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.

INFJ 1-Disc. 1-Inter.

Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.

INTJ 3-Disc. 4-Inter.

Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.

ISTP 1-Disc. 1-Inter.

Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles.

ISFP 1-Disc. 0-Inter.

Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

INFP 2-Disc. 7-Inter.

Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.

INTP 0-Disc. 5-Inter.

Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.

ESTP 2-Disc. 0-Inter.

Good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.

ESFP 0-Disc. 0-Inter.

Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.

ENFP 2-Disc. 4-Inter.

Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.

ENTP 0-Disc. 2-Inter.

Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

ESTJ 4-Disc. 1-Inter.

Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.

ESFJ 4-Disc. 0-Inter.

Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.

ENFJ 4-Disc. 0-Inter.

Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.

ENTJ 2-Disc. 2-Inter.

Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

FIPSE ASSESSMENT MOMENT

MEASURE OF EPISTEMOLOGICAL REFLECTION

THE MEASURE OF EPISTEMOLOGICAL REFLECTION (MER) IS DESIGNED TO ASSESS COGNITIVE DEVELOPMENT, DEFINED AS PERRY POSITIONS ONE THROUGH FIVE. THE MEASURE CONSISTS OF SIX SERIES OF SHORT ANSWER ESSAY QUESTIONS. EACH SERIES ADDRESSES A SEPARATE DOMAIN OR CONTENT AREA RELEVANT TO COGNITIVE DEVELOPMENT. DOMAINS INCLUDE DECISION-MAKING, THE ROLE OF THE LEARNER, ROLE OF INSTRUCTOR, ROLE OF PEERS, EVALUATION, AND THE NATURE OF KNOWLEDGE. EACH SERIES OF QUESTIONS BEGINS WITH A QUESTION TO PROVIDE THE FRAME OF REFERENCE FOR THAT DOMAIN. FOLLOW UP PROBES ELICIT JUSTIFICATION FOR THE RESPONDENT'S THINKING. THIS JUSTIFICATION, OR REASONING STRUCTURE, IS COMPARED TO A RATING MANUAL FOR EACH QUESTION IN ORDER TO ASSIGN A COGNITIVE DEVELOPMENT POSITION FOR THE QUESTION. THE SIX DOMAIN RATINGS ARE AVERAGED FOR A TOTAL PROTOCOL RATING.

LONGITUDINAL RESULTS

A FOUR YEAR LONGITUDINAL STUDY OF THE CLASS OF 1990 USING A MATCHED SAMPLE OF STUDENTS ENROLLED IN INTERDISCIPLINARY AND DISCIPLINARY BASED APPROACHES TO GENERAL EDUCATION UTILIZING THE ACT ACTIVITY INVENTORY PROVIDE THE FOLLOWING RESULTS:

GROUP	FIRST YEAR	SENIOR YEAR	GAIN
DISCIPLINARY (N= 7)	2.7 ¹	3.0	0.3
INTERDISCIPLINARY (N=16)	3.1	3.4	0.3
MODIFIED LONGITUDINAL SAMPLE ²			
DISCIPLINARY (N=21/24) ³	2.8	3.1	0.3
INTERDISCIPLINARY (N=37/27)	3.0	3.4	0.4

AVERAGE SUB-SCALE SCORES AND GAINS FOR THE SENIOR LONGITUDINAL GROUPS

<u>Sub-Scale</u>	<u>Disciplinary</u>	<u>Interdisciplinary</u>
Decision Making	3.0/0.3	3.3/0.5
Role of the Learner	3.0/0.4	3.3/0.0
Role of the Instructor	3.0/0.4	3.4/0.4
Role of Peers	3.0/0.1	3.5/0.4
Evaluation	3.0/0.1	3.3/0.3
Nature of Knowledge	3.4/0.4	3.6/0.5

¹Possible scores range from 1.0 to 5.0 with 1.0 as the lowest development score; 5.0 as the highest.

²Some students who took the MER during the first year did not complete it in their senior year and vice versa.

³The first number represents the number of first year students completing the MER; the second number, the number of seniors completing the MER.

STATISTICAL ANALYSIS OF THE DATA

A statistical analysis (using analysis of variance) of both the longitudinal ($p > .02$) and modified ($p > .005$) samples show a significant difference between the first year and senior year scores for combined groups. The interdisciplinary groups also scored significantly higher than the disciplinary groups in both the longitudinal ($p > .01$) and modified ($p > .002$) groups. However, there was not a significant group by year interaction. Longitudinal interdisciplinary senior students scored significantly higher ($p > .05$) than their first year scores on all but two of the sub-scale scores ("role of the learner" and "evaluation"). Disciplinary seniors scored significantly higher ($p > .05$) than their first year scores only on one scale ("role of the instructor").

DISCUSSION OF THE MEASURE OF EPISTEMOLOGICAL REFLECTION

CAUTION ABOUT INTERPRETATIONS: The longitudinal sample results are from a very small sample particularly for the disciplinary group. However, the larger modified sample results closely match those of the longitudinal group adding some support to the validity of the longitudinal results.

Both groups demonstrate gain scores during their four years in college. The interdisciplinary group shows higher performance levels at both the first and senior years than the disciplinary group suggesting that they enter with a higher level of development and maintain a higher level at graduation. These results may reflect the nature of students choosing to enter interdisciplinary programs as well as an programatic impact although the longitudinal sample does show significant gains on a number of the sub-scales.